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ABSTRACT

This curriculum was developed to support American Indian high school students in their transition from high school to postsecondary life. It provides a structured process and culturally relevant activities that can be led by either teachers, tribal elders, community members, or paraprofessionals. The curriculum is based on principles such as a belief in the resilience of American Indian youth and their communities and the awareness of sensitive topic areas. It is organized into four themes and within each theme into topical units and lesson plans (each approximately 30-60 minutes). The four themes are: (1) discovery; (2) framework; (3) choice; and (4) reflection. Units address the following topics: the first day, social supports, my family, my community, about me, responding to change, goal-setting, self-advocacy, problem-solving, organizational skills, communication skills, diversity awareness, vision, postsecondary education, career development, military training, and bringing it all together. Each lesson plan includes activity name, student outcome/s, portfolio placement, time frame, size of group, preparation, directions, discussion, closure, and additional suggestions, resources. Additional information includes a brief history of American Indian education and a chart showing Minnesota graduation standards. (DB)

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ED 473 817

EXPANDING THE CIRCLE

RESPECTING THE PAST
PREPARING FOR THE FUTURE

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CURRICULUM ARTWORK

The artwork used for the cover, theme dividers, and Onaakanon System are by Ojibway artist, Turtle Heart, River Otter Clan, from a collection titled *Native Spirit*, distributed by Artville.™

Regarding this collection Turtle Heart writes, "If the images move past me as the artist and become the story of the good and beautiful path I have known from the mercy and humanity of my tribal relations and teachers . . . that would be a good thing."

The following are the titles and descriptions of the artwork used in this document in the words of the artist. Titles and descriptions of the artwork used for the Onaakanon System can be found on the back side of each divider.

- **Cover Art: *Nano Shield***
  This is a fire-keeper's shield. One who keeps fires may work with purification practices, take care of the fires that are lit at first light of day, or take care of the fires for important meetings, guarding the circles where people of measured faith seek renewal and insight.

- **Curriculum Introduction Divider: *Collaboration***
  The tribal elders have always told us that the best values in life are shared. The real purpose of tribal ceremony is to make people breathe and work together. This notion is sometimes presented as a spirit rather than an explicit statement, so that we can see the beauty rising from human hearts working together.

- **Theme One Divider: *California Bear***
  In California, the bear lives a fancy life in the high hills and mountains. He comes into town sometimes, where he is usually shot dead by the police and then put back on the state flag. This bear is looking for a place where he can open his heart. He is brave, bright, young, and ready for love.

- **Theme Two Divider: *Bowl Made of Silence***
  Tribal pottery begins in the soul. Even today, the handmade, delicate but bold pottery of tribal people commands respect worldwide. The pottery is often made in long periods of silence. When people take these fine objects home with them, I like to believe that the bowl remains filled with "the silence," the soul of the artist.

- **Theme Three Divider: *The Savage***
  This wild fellow is the subject of myth and fantasy. Were there ever people who were really "savages"? Perhaps it is all a misunderstanding, the result of different ways of looking at things. I see a good face — determined and willful, but not what he seems at first glance.

- **Theme Four Divider: *Sharp Water***
  The women of the Ojibway culture hold ceremonial authority over the natural waters. There are ceremonial gatherings held throughout the year concerning the protection and respect of the waters.

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CURRICULUM INTRODUCTION

Transition is a passage from one place or time to another. In educational settings, students make many transitions: from home to Head Start, from Head Start to preschool and kindergarten, from kindergarten to first grade, from elementary school to middle school, from middle school to high school, AND from high school to postsecondary experiences. Although all of these transition periods can be difficult for students and family, no transition quite compares to that of leaving the formal K-12 school setting and launching into adulthood. This period of transition requires particular attention because, unless prepared for, it can be an uncharted course full of challenges and changes.

Brief History of American Indian Education

There are many research studies that support the need for transition strategies for American Indian students. In 1990, among those in the population 25 years and older, 66% of American Indians had completed high school, compared to 75% of the total U.S. population; 9% had attained a bachelor's degree or higher, compared with 20% of the total U.S. population; and 3% held graduate or professional degrees, compared to 7% of the total U. S. population (Pavel, et al., 1993). In 1992, the dropout rate for American Indians was 56% and 46% for Alaskan Natives (Cahape & Howley, 1992). In 2000, in the state of Minnesota, where this curriculum was developed and piloted, the statewide high school graduation rate for American Indians was 42.6% compared with 82.8% for Caucasian students; the high school dropout rate for American Indian students in Minnesota in that same year was 34.4% compared to 9.2% for Caucasian students.

There are a multitude of reasons for these statistics. The status of American Indian student achievement has its roots in history. Trainers and students must be aware of the historical impact on the state of American Indian education today. While there may have been collaboration in some communities, federal policies did not support cooperation on a national level. Federal policies for American Indian cultural assimilation were implemented after policies of extermination and removal were set aside. Indeed, an industry of assimilation was supported with federal and faith-based resources, targeting the children of American Indian nations in particular.

One historical occurrence that has had long lasting and far-reaching impact on the education of American Indian people was the formation of the American Indian boarding school. The American Indian boarding school, as an institution of assimilation, was designed to suppress the culture, language, and spirituality of American Indian nations throughout the United States. Such institutions were built

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Cahape, P. & Howley, C.B. (Eds.). (1992). *Indian Nations at risk: Listening to the people.* (Contract No. RI-88-062016). Charleston, WV. ERIC Clearinghouse on Rural Education and Small Schools.

Pavel, D.M. & Padilla, R.V. (1993). American Indian & Alaska Native postsecondary departure: An example of assessing a mainstream model using national longitudinal data. *Journal of American Indian Education, 32,* (2), 1-19.

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and operated throughout the country, controlled by non-American Indian government agents and churches. During the late 1800's and into the mid-1900's, boarding school attendance was mandated. Thus, from the age of 5 through 18, American Indian children were removed from their families, for month or years at a time, and placed in the boarding school where a harsh indoctrination occurred. A systematic suppression of American Indian culture occurred during this era, which included the banning of American Indian spiritual practices and the speaking of native language, all of which held severe punitive repercussions.

The Indian boarding school served as a means to assimilate American Indian children and to train American Indian students as laborers. For the most part, the level of education and training afforded American Indian students prepared them for menial vocations. As a result, most American Indian students today do not have several generations of professionals, such as doctors, lawyers, or bankers to emulate. Today, it is often the first or second generation of the American Indian professional that is being encountered, not because of cultural inferiority or academic indifference, but because of the lack of a dignified, humane system of education. Indeed, many of the psycho-social ills that persist in American Indian communities today can be traced to the boarding school era and the systematic enforcement of child maltreatment. While not as prevalent, the American Indian boarding school still exists, although attendance is voluntary. Most schools now work closely with surrounding American Indian tribes, employing tribal members as staff and reflecting the culture of American Indian students as part of its educational programming.

A summary of additional key events in the history of American Indian contact with the U.S. systems of government and education can by found on page 9 for review and reference. Despite these historical factors, American Indian tribes throughout the United States have maintained their culture, language, and spirituality. This chapter in American history is seldom discussed or presented.

A New Direction for Today's Students

American Indian youth continue to develop goals, educational aspirations, persistence, and skills — like those provided in this curriculum. Clearly communities want to support their youth. Therefore it is extremely important that the American Indian community, including tribal leadership and community-based programs, play a proactive role in assisting families to support their youth. The core of the activities in this curriculum are centered around the involvement and participation of community members, elders, tribal leaders, and positive role models to support American Indian youth in their process of looking to the future. In this curriculum American Indian youth participate in transition activities and have the opportunity to interact with adult role models in business and education. Members of the American Indian community act as mentors and help bridge the gap between high school and adulthood.

At the core of the resilience of American Indian communities is spirituality. Because of the spiritual nature of all aspects of American Indian life, teachers, trainers, and facilitators must stress the concept of spirituality during the lessons in this curriculum. Some of these shared concepts include —

- Belief in or knowledge of unseen powers.
- Knowledge that all things in the universe are dependent on each other.
- Humor as a necessary part of the sacred.
- Relation to the earth and the inter-relatedness of all creatures.

Development and Principles of the Curriculum

The *Expanding the Circle* curriculum was developed as a result of the development of summer and school year transition activities for American Indian youth throughout Ojibwe and Dakota reservations and communities in Minnesota. Since 1996, with the assistance of federal funds from the U.S. Department of Education, work has been done with community members, teachers, administrators, tribal governments, students, and American Indian education staff in Minnesota to develop programs and activities specifically designed for American Indian high school youth to support them in their transition from high school to postsecondary life.

Transition curricula are not new to the educational field. A wide variety of transition materials were originally developed in the disability community. There is an impressive array of curricula to address the freshman year experience in college for those students who come to college under-prepared for the academic rigors. A variety of materials also exist about the educational and cultural needs of American Indian students in the school setting. However, little has been developed to combine these components to address the specific and particular needs of American Indian youth in their transition to the post-high school experience.

This curriculum is designed to offer a structured process and a set of culturally relevant activities that will facilitate successful transition for American Indian high school students. Lessons are designed for use by adults with formal teaching licensure as well as elders, community members, or paraprofessionals who may work with American Indian youth. Although the materials are designed for high school American Indian youth, particularly those 14 and older, the activities may also be beneficial for middle school students or those in their freshman year of college.

The core principles of the curriculum include —

- The belief in the resilience in American Indian youth and their communities.
- The value of humor in American Indian culture.
- The importance of the product and the process. Some activities have products while others are more reflective in nature. The authors of the curriculum believe that the process and reflection are just as important as the products that are created.
- The awareness of sensitive topic areas. There are some areas in the curriculum that some individuals may feel are too sensitive or controversial, yet it is the belief that without addressing these issues, the transition process would not be complete.
- The conviction that although not all of the postsecondary options may be appropriate for all students, the purpose of exploration is to develop educated consumers who can make informed choices.

Organization of the Curriculum

The curriculum is organized into four themes. Within each theme are topical units, and each unit has multiple lessons. The themes and units are as follows —

Theme I: The Discovery
- Unit I: The First Day
- Unit II: Social Supports
- Unit III: My Family
- Unit IV: My Community
- Unit V: About Me
- Unit VI: Responding to Change

Theme II: The Framework
- Unit I: Goal-Setting
- Unit II: Self-Advocacy
- Unit III: Problem-Solving
- Unit IV: Organizational Skills
- Unit V: Communication Skills
- Unit VI: Diversity Awareness

Theme III: The Choice
- Unit I: The Vision
- Unit II: Postsecondary Education
- Unit III: Career Development
- Unit IV: Military Training

Theme IV: The Reflection
- Unit I: Bringing It All Together

Each unit of the curriculum includes lessons approximately 30–60 minutes to complete. Some activities can be ongoing and are noted as such. The lesson plans in the curriculum are organized in the following manner and contain the following information —

- **Activity Name**
  - States the name of the activity
- **Student Outcome**
  - States the intended learner objective
  - Written in language of what student will do/be able to do
- **Portfolio Placement (*Onaakonan System*)**
  - Indicates where, if appropriate, the student could/should place product from activity in their portfolio *(Onaakonan System)*.
- **Time Frame**
  - States estimated time needed to complete activity

- **Size of Group**
    - Indicates the size of the group of students that is appropriate to complete the activity as intended
- **Before You Begin**
    - Provides information that is important to the facilitator prior to beginning the activity
    - May include background information, purpose of the activity, awareness of sensitivity of activity/topic area, and activity modifications
- **Directions**
    - Lists step-by-step directions for the facilitator to follow for completion of activity with students
- **Discussion**
    - Provides list of discussion questions/topics for during and after completion of activity with students
- **Closure**
    - Provides suggestions for journal and/or community circle topics to be used at the end of the activity
- **Additional Suggestions/Resources**
    - Provides additional relevant information or resources that may be helpful to the facilitator in expanding a topic or activity

An additional component of the curriculum is the *Onaakonan System* (OS), a portfolio filing system for students to organize their personal records and information gathered and developed throughout the curriculum. A sample OS is included with this manual and additional copies should be purchased for each student. Several lessons incorporate the OS, beginning with Theme 1, Lesson 1, Lesson 3.

Tips for Successfully Using the Curriculum

As you plan to utilize the curriculum in your program, here are some tips that are essential for the success of the program and the well being of the students.

- Select a skilled facilitator/trainer to implement the curriculum. Many of the activities require someone who not only can complete the activities with students, but also someone who is able to facilitate effective post-activity discussions.
- Create a program where the students feel safe by —
    - Providing a culturally welcoming environment.
    - Hiring staff that know the students and know how to work well with American Indian students.
    - Scheduling carefully and following through on all activities.
    - Over-planning with more activities than you think you will need.

- Respect the individuality and culture of students by meeting them "where they are" so they can learn to be more accepting of themselves and others.
- Provide positive American Indian role models on site, either as guest speakers, staff, or community elders who are asked to participate.
- Ask the community and students to help select the activities so they reflect the local culture and needs of the students.
- Actively participate in all activities with the students. Do not act as an "on looker" who is observing, but not interacting.
- Take the time to develop a personal relationship with the each student. This is a "nice" aspect of learning for most students, but essential for most Indian students.
- Require that the students attend the program in its entirety...every day for every activity. This prepares them for the importance of attendance on the job and for higher education classes. Emphasize that attendance is a critical element of learning.
- Expose students as often as possible to postsecondary education options and career options during your program. It is safer to assume that there has been little or no exposure to such opportunities than the reverse.
- Be consistent in your interactions with everyone in the program — staff, students, and administrators. This includes follow through and consequences for behavior.
- Plan a daily schedule with structured activities throughout the day.
- Revise/adjust the schedule as needed to continually improve the program.

Minnesota Graduation Standards Chart

During the development of the *Expanding the Circle* curriculum, effort was made to connect the lessons and activities to the Graduation Standards for students in the state of Minnesota. Students completing the curriculum activities as part of a summer or year-round program at the Minnesota program sites were often able to receive high school credit for work completed. While graduation standards vary across states, a chart reflecting the connection of curricular activities and Minnesota Graduation Standards has been included for review and reference (page 13).

Concluding Remarks

Individuals who prepare for the transition from high school to postsecondary experiences based on a clear understanding of themselves and their mental, physical, spiritual, emotional selves are more likely to weather this transition smoothly. Add to this awarenes and development the ability to set goals, organize, communicate, self-advocate, problem solve, and work in teams, and young adults are able to face the challenges of the future.

SIGNIFICANT EVENTS IN THE HISTORY OF AMERICAN INDIANS AND THE U.S GOVERNMENT

European Contact

- Establishment of several Dutch communities in 1600s — Government bounty offered for scalps
- Enslaved by European settlers (1708 report mentioned 1,400 Native American slaves in the Carolina area)
- European responses ranged from honest treaty making with equals, to deceptive treaty making, to attempts to exterminate the "Indian menace," to enslavement like that of Africans, to confinement on reservations

Federal Policies Over Time

- 1787 Northwest Ordinance — Policy of peaceful adjustment
- Early 1800s Supreme Court decisions laid out principles that Native American societies had a right to their lands and that they were nations with a right to self-government — Chief Justice John Marshall
- Andrew Jackson, critical of treaty making, encouraged the states to defy Supreme Court rulings — Gradual displacement gave way to brutally oppressive marches
- Passage of American Indian Removal Act of 1830 —
  - Forced migration — "Trail of Tears" of Cherokee, Creeks, Chickasaws, Choctaws, & Seminoles
  - Bureau of American Indian Affairs (BIA) set up to oversee relocation services
- More than 300 treaties were made with tribes between 1790 and the Civil War. Most were not honored in full by the U.S. government and as time passed treaties established regulations governing Native American behavior and provided for restricted areas called reservations.
- 1871 — Treaty process abandoned by U.S. government — Hundreds of ratified treaties between the federal government and Native American groups still remain in effect
- With termination of treaty making and movement of all major groups to reservations by 1890s, Native Americans entered into a unique relationship with white America — the only subordinate racial or ethnic group whose life was to be routinely administered by the bureaucratic arm of the federal government
- Violations of treaties led to open conflict
  - Eastern Sioux in Minnesota Valley with settlers

  - Colorado with state militia — Sand Creek massacre
  - Railroad corporations — Slaughter of buffalo
  - Development of reservations for all Plains societies
  - Dakota Territory — Settlers, miners, and the army
  - 1876 — Custer and the Battle at the Little Big Horn
  - 1890 — Wounded Knee Creek massacre of elders, women, & children
  - "Long Walk" — Navajo territory/scorched-earth program

- Dawes Act of 1887 —
  - Provided that reservation lands be divided among individual families
  - White advocates hoped that small allotments (40 to 160 acres) would convert Native Americans into individual farm entrepreneurs
  - Unallotted lands left over were sold to the white outsiders
  - Resulted in large-scale land sale reducing Native American lands from 140 million acres to 50 million by the mid-1930s
  - Could become citizens if they showed themselves competent in management of land allotments — Issued "certificates of competency"

- American Indian Citizenship Act of 1924
  - Granted citizenship and voting rights
  - Did not change 'ward' status within federal government

- American Indian Reorganization Act of 1934 (IRA)
  - Developed by FDR under the New Deal
  - Intended to establish civil and cultural rights, allow for semiautonomous tribal governments similar in legal status to counties, and foster economic development of reservations
  - Would end land allotment, require careful BIA supervision of the sale of lands, and provide for federal credit and preferential hiring of Native Americans in the BIA
  - Defects of policy: ignored fundamental economic problems, maintained the subordinate ward relationship to the federal government, excluded some tribes, and put great power in the hands of the Secretary of the Interior (commonly known as the "dictator of the American Indians")
  - Resistance on the basis of violation of the sovereignty guaranteed by treaties with the U.S. government

- Shift in policy between 1954 and 1960
  - Rejection of IRA
  - Return to policy of forced conformity regarding land use
  - Termination of federal guardianship — House Concurrent Resolution108

- Federal Relocation Policy of 1952
  - Placement of Indian families and individuals in urban areas
- 1970s — Self-Determination
  - Movement away from termination
  - Supported by Richard Nixon's call on Congress to maintain Native Americans' tie to federal government and prohibit termination without consent
  - Established self-determination procedure — Nations could assume some administration of certain federal programs on reservations
  - By late 1970s, some Native American groups began to run own schools and social service programs
  - American Indian Self-Determination and Education Assistance Act (1975)
- Role of Bureau of American Indian Affairs (BIA)
  - Defines who is Native American by determining federally acknowledged tribes
  - Keeps records of blood lines to identify eligibility for benefits
  - Supervises tribal government, banking, utilities, highways, and tribal trust funds
  - Supervises leasing and selling of Native American lands
  - Since 1980s, stronger movement developed for recognition of groups as sovereign nations
- Education
  - Boarding schools — Carlisle Industrial American Indian School, Carlisle, PA
  - BIA Schools
  - Day Schools
  - Johnson-O'Malley — Act Federal aid for states that developed public schools for Native Americans
- Indian Religious Freedom Act, 1978
  - Policy to protect and preserve right to believe, express, and exercise traditional religions
  - Allows access to sites, use and possession of sacred objects, and freedom to worship through ceremonial and traditional rights
- Indian Child Welfare Act, 1978
  - Policy to protect the best interest of American Indian children
  - Establishment of minimum federal standards for the removal of American Indian children from their families and placement of such children in foster or adoptive homes which reflect the unique values of American Indian culture

MINNESOTA GRADUATION STANDARDS CHART

EXPANDING THE CIRCLE: RESPECTING THE PAST, PREPARING FOR THE FUTURE

	Read, Listen, & View	Write & Speak	Arts & Literature	Mathematical Concepts & Applications	Inquiry & Research	Scientific Concepts & Applications	Social Studies	Physical Education & Lifetime Fitness	Economics & Business	World Languages
THEME 1: THE DISCOVERY										
Unit 1: The First Day										
Human Knot	X	X					X			
Anticipation	X	X								
Onaakonan System	X	X			X		X			
Journals/Community Circle	X	X					X			
Guest Speakers	X	X			X		X			X
Graffiti Wall	X	X								
Participation Contract	X									
Today is Your First Day	X	X								
Decision Making Quilt	X	X					X	X		
Animal Sanctuary Olympics	X	X			X		X	X		
Unit 2: Social Supports										
Expectations	X	X					X			
Connections	X	X	X				X			
Support Star	X	X								
Unit 3: My Family										
Life Within the Circle	X	X			X		X			
Family Interview	X	X			X		X			

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	Read, Listen, & View	Write & Speak	Arts & Literature	Mathematical Concepts & Applications	Inquiry & Research	Scientific Concepts & Applications	Social Studies	Physical Education & Lifetime Fitness	Economics & Business	World Languages
Unit 4: My Community										
Community Timeline	X	X			X		X			X
Jigsaw Teaching	X	X			X		X			X
Elder Interviews	X	X			X		X			X
Picture Book	X	X			X		X			X
Circles of Multicultural Selves	X	X					X			
Unit 5: About Me										
How High is Your Self-Esteem?	X	X					X			
Accomplishments Tree	X	X					X			
A Message to Myself	X	X								
My Cultural Timeline	X	X			X		X			
Learning Styles	X	X								
Bryan's Learning Style	X	X								
Unit 6: Responding to Change										
Importance of Indian Humor	X	X	X				X	X		
Blindfolded Obstacle Course	X	X					X	X		
How Do You Handle Stress?	X	X						X		
Stress Balls	X	X						X		
How Do You Cope?	X	X						X		
Positive Approach to Anger	X	X						X		
When You Were Angry	X	X						X		
Dealing with Grief	X	X					X	X		
Decision Making Skills	X	X			X		X	X		

	Read, Listen, & View	Write & Speak	Arts & Literature	Mathematical Concepts & Applications	Inquiry & Research	Scientific Concepts & Applications	Social Studies	Physical Education & Lifetime Fitness	Economics & Business	World Languages
Consider the Consequences	X	X					X	X		
My Life Through My Lenses	X	X			X		X	X		
THEME 2: THE FRAMEWORK										
Unit 1: Goal-Setting										
Go for the Goal	X	X			X					
Give It a Try!	X	X			X					
Goal-Setting Star	X	X			X					
Unit 2: Self-Advocacy										
What is Self-Advocacy?	X	X			X		X	X		
How Do You Get What You Need?	X	X			X		X	X		
The Many Worlds I Travel In	X	X			X		X	X		
What Does It Look Like?	X	X			X		X	X		
Assertive Behavior Quotient	X	X			X		X	X		
Toughest Indian	X	X	X		X		X	X		
The Common Ground	X	X			X		X	X		
Unit 3: Problem Solving										
What is Problem-Solving?	X	X			X		X	X		
Gadgets Galore	X	X			X		X	X		
And Then There Were Five…	X	X			X		X	X		
Group Problem-Solving	X	X			X		X	X		
Getting Along with Roommates	X	X			X		X	X		
Unit 4: Organizational Skills										
Budgeting for College	X	X			X				X	

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	Read, Listen, & View	Write & Speak	Arts & Literature	Mathematical Concepts & Applications	Inquiry & Research	Scientific Concepts & Applications	Social Studies	Physical Education & Lifetime Fitness	Economics & Business	World Languages
Monthly Planning	X	X			X					
Time Management	X	X			X			X	X	
Resource List	X	X			X					
Unit 5: Communication Skills										
The Power of Non-Verbal	X	X					X			
Reflections	X	X					X			
The Communication Challenge	X	X					X			
I Wish…I Wonder	X	X			X		X	X		
Telephone Line	X	X					X			
I Need to Be Heard	X	X					X			
Unit 6: Diversity Awareness										
People Search	X	X					X			
A Place at the Table	X	X	X		X		X			
Structured Interview	X	X			X		X			
THEME 3: THE CHOICE										
Unit 1: The Vision										
Life After High School	X	X			X					
Deciding to Make a Change	X	X			X					
A Look to the Future	X	X			X					
Transition Timeline	X	X			X				X	
Planning for a Fulfilling Future	X	X			X					
The Possibilities	X	X			X					

	Read, Listen, & View	Write & Speak	Arts & Literature	Mathematical Concepts & Applications	Inquiry & Research	Scientific Concepts & Applications	Social Studies	Physical Education & Lifetime Fitness	Economics & Business	World Languages
Personal Life Plan	X	X			X				X	
Unit 2: Postsecondary Education										
Comparing High School & College	X	X			X					
College Exploration	X	X			X					
Information Letter to College	X	X			X					
College Site Visit	X	X			X					
College Applications	X	X			X					
The Dreaded Essay	X	X			X					
Keeping Track	X	X							X	
Paying for College	X	X							X	
Financial Aid/Scholarship Search	X	X			X				X	
Financial Aid Applications	X	X							X	
College Success	X	X								
College Sponsorship/ Mentorship	X	X					X			
Study Habits	X	X			X			X		
Can You Follow Directions?	X	X			X			X		
Prove What You Know	X	X						X		
Learning From Lectures										
Unit 3: Career Development										
Career Assessment Inventory	X	X			X					
My Style	X	X			X					

	Read, Listen, & View	Write & Speak	Arts & Literature	Mathematical Concepts & Applications	Inquiry & Research	Scientific Concepts & Applications	Social Studies	Physical Education & Lifetime Fitness	Economics & Business	World Languages
Career Skills & Decisions	X	X			X					
The Skills Circle	X	X			X					
Career Exploration	X	X			X					
Cover Letter to Employer	X	X								
Winning Resume	X	X								
Employment Applications	X	X								
Interview Circle	X	X								
Dress for Success	X	X								
Plan to Impress	X	X								
Thank You Letter	X	X								
On the Job	X	X							X	
On the Line	X	X							X	
Internship/Mentorship Experience	X	X					X		X	
Unit 4: Military Training										
Military as Postsecondary Option	X	X			X					
THEME 4: THE REFLECTION										
Unit I: Bringing It All Together										
Winter Count	X	X	X		X		X			X
Words of Appreciation	X	X								
A Presentation About Me	X	X								
Imagine	X	X								

THEME ONE:
THE DISCOVERY

INTRODUCTION

Theme One: The Discovery provides activities that engage students in exploring and learning about who they are, what kind of personal expectations they have for themselves, who the key members of their family/community are that act as a support system for them, and how they learn. Using the information they acquire, they examine how the information is related to their world, how they respond to change, and how to identify and handle risk factors.

This theme is entitled *The Discovery* because the activities students participate in allow them to discover more clearly who they are as an American Indian, as part of a family, a community, and as an individual. This is a crucial discovery (or enhancement) that must take place before students can move on to make appropriate and workable decisions about their future.

STUDENT OUTCOMES

Unit 1: The First Day

- Student will participate in team-building activity.
- Student will be able to express expectations for the program.
- Student will develop a filing system to organize essential information.
- Student will reflect on program activities and learning.
- Student will be able to describe regional and local human resources.
- Student will learn about other students in the program.
- Student will make a personal commitment to the program.
- Student will identify personal goals for the program.
- Student will make a personal decision to support the program community.

Unit 2: Social Supports

- Student will identify the expectations of significant people in their lives.
- Student will identify the network of support in their lives.
- Student will identify the people in his/her life that provide support in different situations.

Unit 3: My Family

- Student will explore family genealogy concepts.
- Student will complete family interviews and research to determine family history.

Unit 4: My Community

- Student will explore community history and resources.
- Student will research and record the history of the community.
- Student will interview community elders on the past, present and thoughts for the future.
- Student will create a visual and written product to document family/community history, language, and culture.
- Student will explore the impact of different social circles that touch their lives and the importance positive interactions between the native community and the surrounding community.

Unit 5: About Me

- Student will identify aspects of positive self-esteem.
- Student will recognize and celebrate accomplishments and successes.
- Student will state positive personal traits.
- Student will create a timeline of significant personal cultural events.
- Student will complete a learning styles inventory.
- Student will compile the information to understand personal learning style and how to relates it to learning.
- Student will apply learning styles knowledge.

Unit 6: Responding to Change

- Student will be able to cognize the importance of Indian humor in everyday interactions.
- Student will compare different levels of support related to peer pressure.
- Student will identify the affects of stress and monitor stress in their lives.
- Student will experience types of stress in one's life.
- Student will identify varying coping strategies for anger management.
- Student will identify conflict resolution strategies.
- Student will reevaluate conflict situation using positive approach (conflict resolution).
- Student will use healthy strategies to address the grief process.
- Student will identify the steps for decision-making.
- Student will examine how decisions made can affect others.
- Student will develop a strategy to respond to change.

UNIT 1:
THE FIRST DAY

LESSON ONE THE HUMAN KNOT

Student Outcome

Student will participate in team-building activity.

Portfolio Placement

N/A

Time Frame

15-20 minutes

Size of Group

Large or small group (If group is more than 10 students, two groups could run concurrently.)

Materials Needed

Large open space for students to move around unobstructed

Before You Begin

- This is a **silent** activity. The purpose is for the students to solve a problem cooperatively and **silently.** It is very important that once the activity begins the students do not talk to each other.

Directions

1. Instruct all the students to stand in a circle and hold hands.
2. Choose a place in the circle where two people should drop hands so they are no longer holding hands.
3. Tell these two people to walk under the other students' arms until the group is in one big "clump", but all hands are still joined except the two who created the "clump." When the "clump" is made, the original two students rejoin hands.
4. Inform students that the group is to try to untangle themselves and reform the circle without letting go of **any** hands. Remind students that activity is to be completed in silence.

Discussion

1. What did you notice about how you worked together when you could not talk?
2. What was the goal of this activity? How did you express that without talking?
3. What are your observations about how you were able to solve the "Human Knot" problem?
4. What did you observe about others: their reactions to the problem, etc.?
5. Did you notice any team building going on? What did you observe?
6. Were there any natural leaders that came forth in this activity? Who? Did that surprise you? Why or why not?
7. How could the activity have gone more smoothly?
8. How might the activity have been different if talking had been allowed?
9. What did you learn about each other in this activity?

Closure

Journals/Community Circle — Ask students to reflect on a problem they feel they have solved. What helped you solve the problem? Did you solve the problem alone or with other people's help?

LESSON TWO

ANTICIPATION

Student Outcome

Student will be able to express expectations for the program.

Portfolio Placement

NA

Time Frame

15-20 minutes (Size of the group influences the amount of time necessary to complete the activity.)

Size of Group

Large or small group

Materials Needed

- Paper slips (3x5 cards)
- Pencils
- Bag/basket
- Chart paper
- Markers

Before You Begin

- This activity can be used for a variety of purposes including allowing students to express anxieties about the program, expectations, or personal goals. The anonymous nature of the activity may help students who otherwise would be uncomfortable sharing with a group at the beginning of the program.

Directions

1. Give each student a slip of paper and pencil.
2. Ask each person to write one or two statements about expectations they have of the program or goals they have to address during the program. The topic for statements can be varied to fit the purpose or group (e.g., concerns/worries/hopes for the future). Tell students not to write their names on the paper.

3. Instruct students to fold up their papers and place in a bag/basket.
4. Ask each student to draw a paper slip from the bag/basket. Explain to students that only students who placed a slip in the bag can pick from the bag. If students get their own slip, have them read it as someone else's statement.
5. Ask students to take turns reading the statements to the group after they have drawn slips from the bag/basket. Facilitators can opt to record the statements on chart paper (particularly if the statements are goals for the program).

Discussion

1. What feelings did you have when you were writing your statements? Did the feelings change when you knew you didn't have to write your name?
2. How did you feel as you read the statements to the group?
3. What similarities do you notice with the statements/goals? Differences?

LESSON THREE THE ONAAKONAN SYSTEM (OS)

Student Outcome

Student will develop a filing system to organize essential information.

Portfolio Placement

N/A

Time Frame

Initial lesson — 60 minutes
Completion of the *Onaakonan System* continues over many months

Size of Group

Large or small group

Materials Needed

- A set of *Onaakonan System* folders for each student (See ordering information in OS sample packet included with this curriculum)
- A place to keep each student's *Onaakonan System*
- A system for storing the *Onaakonan System* (accordion style folders, three-ring binders, or boxes)
- Manila file folders
- Top-loading sheet protectors
- Colored markers for coding information
- Personal computer disks or CD's

Before You Begin

- Background Information: Portfolios have become widely accepted as part of the transition process for students. Portfolios can be used in a variety of ways. Most often they include a collection of samples that communicate interests and provide evidence of talent. This type of portfolio is most used to show others what has been accomplished.
- The *Onaakonan System* (OS) included with this curriculum is unique. It is a collection of essential and basic information students will complete, collect, and develop throughout this curriculum. "Onaakonan" in the Ojibwe language means "plan it." This title was chosen because the OS is designed to help students plan for their future after high school in an organized and structured way. Not all activities in the *Expanding the Circle* curriculum belong in the

Onaakonan System. However key information that students complete throughout the curriculum that should be collected, filed and stored in their personal *Onaakonan System* is indicated in the lesson plans. These are the resources that the authors believe students will use most frequently during and after their transition from high school. There are twelve folders in the OS to help students categorize important information.

- The OS will help students —
    - Learn to organize important documents.
    - Manage their own documents.
    - Develop a structured product in which to store information.
    - Keep records of school and community learning opportunities.
    - Create a personal file of their accomplishments.
    - Have key personal information that is accessible and up-to-date.
    - Self-advocate with the necessary information readily at hand.
- There is no age limit on when a student can start using the OS. However it has been developed as part of this curriculum because during the high school transition period it is essential for students to become familiar with key data about themselves that they will refer to on an ongoing basis. Because this system is so concrete and easy to adapt, the hope is that students will begin this process in high school and keep this filing system, adding to and subtracting from it throughout their lives. The OS can be used as part of a summer program or integrated into a school year program.
- Before Using the OS: The *Onaakonan System* can be used as part of a summer transition program or integrated into a school year program. Depending upon the curriculum in the school district, these transition concepts may fit into a social studies or similar curriculum. Before beginning this system with students first determine where you will keep the student's *Onaakonan System* while they are working on them. Develop a system for storing the *Onaakonan System*. It can be an accordion style folder, a three-ring binger, or a box—whatever fits your style and budget.
- When you have completed the transition programming with the students they should take their personalized system home and keep it updated for future use. Remind students they have learned to use a system they can continue to use the rest of their lives. Encourage students to put their OS in a safe place.

Directions

1. Explain the meaning of "Onaakonan" from the Ojibwe language. Ask the students for a word that might be similar from their language.
2. Introduce the system to the students and explain how it will be used on an ongoing basis.
3. Give each student a set of folders from the *Onaakonan System* developed in the *Expanding the Circle* curriculum.
4. Provide each student with a container for their OS.
5. Allow students to personalize their storage container with markers, etc.
6. Review each folder (section) of the OS with students.
7. Tell students they will add information throughout the program.
8. Explain to students that this is a work in progress. Tell students to date all materials and then update the information every few months.
9. Caution students not to let their OS become a place for useless information. Only essential, usable information should be stored in the system.
10. Show students examples of items that could be filed in the OS.

Discussion

1. What questions do you have about using the OS?
2. How will this system be useful to you over many years of your life?
3. What are some traditional ways people in the community had of storing important information?
4. How can you share this information with others that are important to you?
5. What part will this information you have collected about yourself help in your spiritual, emotional, physical, and mental development?

Closure

Journal/Community Circle — Think of where you will store your OS when you are done with it and how you will continue to use it in the future. Share with the group one aspect of your OS that you feel will be the most helpful to you in the future.

LESSON FOUR

JOURNALS AND COMMUNITY CIRCLE

Student Outcome

Student will reflect on program activities and learning.

Portfolio Placement

NA

Time Frame

20 minutes to introduce
Ongoing activity throughout program

Size of Group

Large or small group

Materials Needed

- Notebooks
- Writing utensils
- List of possible topics/questions

Before You Begin

- Students should be provided with an appropriate notebook for journal activities.
- At the end of each lesson in the curriculum, a closure activity of either journaling or a community circle is included with a possible topic. An additional list of journal and/or community circle topics is included with this lesson. Any of the questions can be used for individual or group reflection. Due to the personal nature of many of the questions, community circle agreements of respect and the right to pass should be utilized.
- Be aware that the sensitive nature of some of the curriculum content may lend some reflection to be better facilitated through journaling. Based on expectations of the program, students may turn in journals for trainer response and/or homework credit. Students should be informed of the requirement of journal review from the outset of the program. Students may also get credit for responses made during community circle.
- Modification: Some students may be more comfortable drawing or using pictures in their journals as a way of reflecting on the activities.

Directions

1. Tell students that an important part of learning is reflecting. Inform students that they will be asked to respond to selected questions, statements, and activities from a list of options as chosen by trainers.
    - Have you ever felt different from other people?
    - Do you ever want to be invisible?
    - How is your relationship with your extended family? Your parents?
    - How was/is your education affected by being Indian?
    - How was/is your career choice affected by being Indian?
    - What goal have you wanted most to achieve in your life?
    - When have you felt powerful?
    - What do you appreciate about being an American Indian?
    - What do you like about being a member of an Indian community?
    - Have you ever punished yourself? When? How?
    - When in your life have you felt really happy? Sad? Angry? Nervous? Scared? Hopeful?
    - What is something good that has happened to you during this program?
    - What is your role as a male/female?
    - What is your role as a son/daughter?
    - What do you think your family expects of you? Your friends? Your teachers?
    - What is the greatest fear that you have overcome? How did you overcome your fear? How did you feel afterwards?
    - Finish the statement: I am always…., I need…., I value….
2. Discuss general guidelines for conducting the community circle at the beginning of the first day. Possible group norms could include: right to pass, appreciation, active listening, and mutual respect. The level of journal privacy should also be determined depending on requirements of the program, for example, facilitators reading journal entries for credit versus spot-checking entries to determine completions.
3. Pass out journals for student's to personalize.
4. Use journals or a community circle at the end of lessons as appropriate.

LESSON FIVE

GUEST SPEAKERS

Student Outcome

Student will be able to describe regional and local human resources.

Portfolio Placement

N/A

Time Frame

30-60 minutes per speaker or as time allows

Size of Group

Large or small group

Materials Needed

- Pens
- Pencils
- Notepad
- Calendar/monthly planner

Before You Begin

- Either the facilitator or the group identifies a subject area that is pertinent to the group's purpose or interest and for which guest speakers will be sought. Some possible guest speaker topics include —
    - Education
    - Treaty Rights/Responsibilities
    - Storytelling
    - Tribal Government (Tribal Council, Elder Council, Tribal Court)
    - Health Care
    - Social Services
    - Land Management
    - Gaming
    - Community Development (Housing, Economics/Business)
    - Law Enforcement
    - Leadership (Student, Community)

  - Financial Aid
  - Types of Colleges
  - Service Learning
  - Mentoring
  - Careers
  - Military
- From the subject area, develop a resource list of people in your community or region who may be viable resources to address the area(s) of selected interest. Such research may come from accessing your local educational institutions, employment and workforce centers, city, county, tribal governments or Internet databanks.
- Contact the person or person(s) who may be of service to your identified area. Please keep in mind any customary methods of requesting knowledge or assistance from American Indian leaders or any other ceremonial requests that are made. Customs may vary from one tribe to the next so if you are not sure of the protocol, ask for advice from someone in the American Indian community.
- Discuss scheduling and any other planning concerns which may be helpful in promoting a collaborative effort between you or your organization and the community resource person(s) that you are seeking to assist with your identified area of interest.
- Provide the guest speaker with a list of specific questions on the topic to be covered. Make sure each speaker understands their purpose in speaking to the group.
- In the interest of time, multiple guest speakers could be brought in to the program and asked to speak as part of a panel discussion. This may work particularly well in the community resource/history unit, postsecondary options unit, career development unit, and/or military training unit.
- Prior to a guest speaker's arrival, review with students the guidelines of the program.

Directions

1. Allow each guest speaker an opportunity to speak to the group on the chosen topic.
2. Provide students the opportunity to ask questions and make comments.
3. Instruct students to write letters of thanks after the guest speaker has completed their visit.

Discussion

1. Did the guest speaker meet your expectations? If not, what are changes that could be made to assist future guest speakers?
2. How does what the speaker have to say relate to your transition from high school?
3. Why do you think is it important to know about the community? Resources? History?

Closure

Journal/Community Circle — Ask students to share key learnings from the presentation.

LESSON SIX GRAFFITI WALL

Student Outcomes

Student will be able to express their thoughts.
Student will learn about other students in the program.

Portfolio Placement

NA

Time Frame

15 minutes to explain
Activity will be ongoing

Size of Group

Large or small group

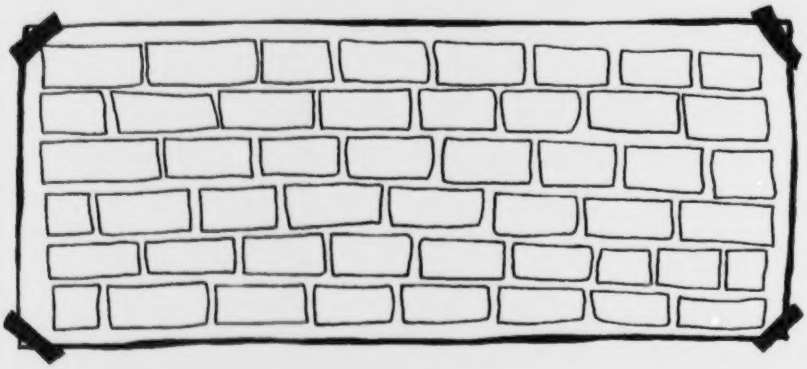
Materials Needed

- Markers-all colors
- 8-10 foot sheet of butcher paper
- Tape or wall tacks

Before You Begin

- The purpose of the activity is to provide an opportunity for students to express their ideas about the program and anything else. Some students may not feel comfortable expressing their opinions in front of the larger group or may want to reflect on activities after the activity has been completed.
- The paper can remain on the wall for the duration of the program. If students do not know each other well, they may not write on the "wall" at first. But over time, they as their comfort level increases, they will add more and more to the wall.
- Lay the 8 to 10 foot sheet of butcher block paper on the floor. Using a brown marker, draw simple large brown boxes on the paper to resemble brick blocks (like a wall). A sample has been provided on page 34.
- Tape the sheet of butcher block paper securely on the wall with masking tape.
- Modification: If students do not wish to participate by writing on the wall, they may draw.

- Ask the students to explain the meaning of the wall to any guest speakers, family members, or others who come to visit and invite them to write on the wall as well.



Directions

1. Engage students in a discussion about graffiti. Ask them to tell you what graffiti is, where they have seen it, why it is used, and the way in which the public generally thinks of graffiti.
2. Explain to the group that graffiti, although often thought of as bad, can be a form of art and can be used in a very positive way when it respects the space and property of others. Tell students that the butcher block paper they see on the wall is going to become a positive graffiti wall. Invite students, guest speakers, and staff to write positive comments throughout the program on the wall. Explain that comments can refer to an activity, a person, or whatever has happened in the student's life that is uplifting and the student wants to share. Inform students that all comments are accepted as long as they are positive. Discuss the role positive comments play in teamwork—the importance of supporting each other while working together, and how it makes any task easier and more enjoyable.

Discussion

1. What are other ways you can make a positive impact on a team or group other than the graffiti wall?
2. How are positive comments shared traditionally? Historically?

LESSON SEVEN PARTICIPATION CONTRACT

Student Outcome

Student will make a personal commitment to the program.

Portfolio Placement

Legal

Time Frame

15-20 minutes

Size of Group

Large or small group

Materials Needed

- Handout 7.1: "Participation Contract"
- Handout 7.2: "Program Guidelines and Ground Rules"
- Writing utensils

Before You Begin

- Modify Handout 7.1: "Participation Contract", if necessary to meet the specifications of your program.
- Make copies of handouts for students.

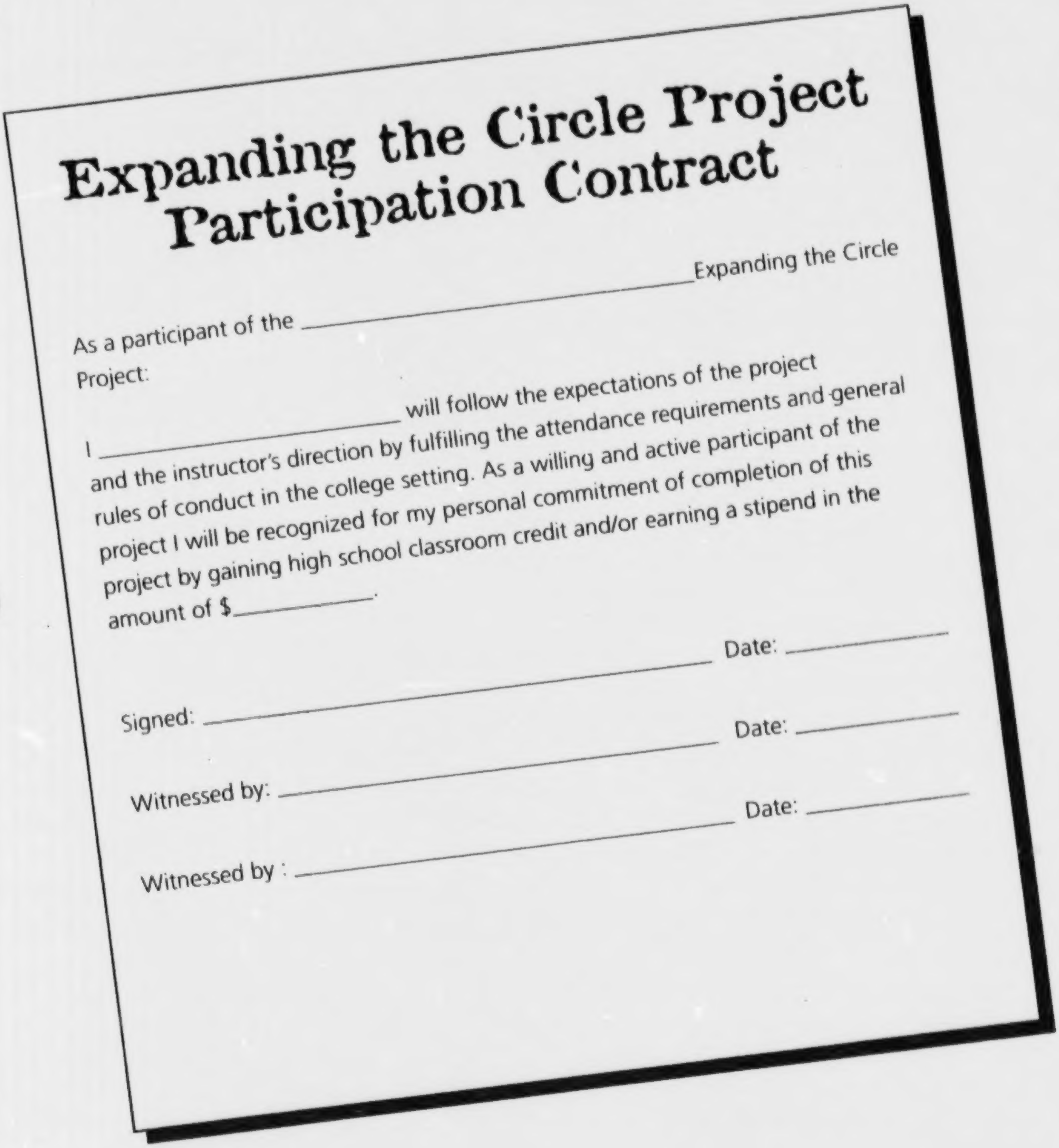
Directions

1. Explain to students that their participation in this program is a commitment they are being asked to make. Explain that when people make a commitment they often sign an agreement so that all parties involved know what is expected.
2. Tell students by completing a participation contract for this program they are making a commitment to attend, follow the rules, and work in the program to gain as much knowledge about themselves as they can to prepare for their lives after high school. Pass out a copy of Handout 7.2: "Program Guidelines and Ground Rules." Review the program guidelines and ground rules with students.

3. Pass out a copy of the "Participation Contract" to all students.
4. Discuss what it means for students to sign a participation contract for this program. Tell them what it means to you that they are signing the contract.
5. Read the contract aloud to students. Answer any questions.
6. Ask students to complete the form by signing and dating the form, and having two people witness their signature and sign and date afterward.
7. Make a copy of the contract for your records and give the students a copy for their portfolio (OS).

Discussion

1. Ask students why they think it might be important to sign agreements before entering into new ventures.
2. Ask students for examples of situations in life where agreements, contracts, or licenses are required to prove a commitment to some venture, cause, etc. (i.e. mortgages; financial aid-FAFSA; marriage licenses; driver's licenses; employment contracts, etc.)



Expanding the Circle Project Participation Contract

As a participant of the ______________________ Expanding the Circle Project:

I ______________________ will follow the expectations of the project and the instructor's direction by fulfilling the attendance requirements and general rules of conduct in the college setting. As a willing and active participant of the project I will be recognized for my personal commitment of completion of this project by gaining high school classroom credit and/or earning a stipend in the amount of $__________.

Signed: ______________________ Date: __________

Witnessed by: ______________________ Date: __________

Witnessed by : ______________________ Date: __________

BEST COPY AVAILABLE

Program Guidelines and Rules

Program Guidelines

- Be here everyday.
- Be on time each day.
- Be willing to try new activities.
- Have a good attitude.
- Be prepared (that includes enough sleep the night before, assignments done, etc.).
- Have the materials needed.
- Be committed to learn.

The Ground Rules

- Know that you can pass (not participate) if you are not comfortable.
- Listen to everyone's opinion as important.
- Allow others to speak without interruptions.
- Allow all questions (even if YOU think they are dumb).
- Do not put anyone down and give positive feedback.
- Maintain confidentiality.

LESSON EIGHT

TODAY IS YOUR FIRST DAY

Student Outcome

Student will identify personal goals for the program.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 8.1: "Today is Your First Day of Expanding the Circle"
- Writing utensils
- Envelopes

Before You Begin

- Make copies of handouts for students.
- The purpose of the activity is for students to start thinking about goals they may have for the program. An additional, and more thorough, unit on goal setting is included in Theme II.

Directions

1. Explain to students that it is important to think about what they want to accomplish in the program—to set personal goals.
2. Ask the students to think for a few minutes about why they are here in the program—what they want to get out of it for themselves.
3. Ask students to complete Handout 8.1: "Today is Your First Day."
4. Give each student an envelope and have them put their handout inside, seal it, address it to themselves, and give the envelope to you.
5. Tell students you will give them their envelope on the last day of the program.
6. Return the envelopes to the students at the end of the program. Have them read their handout and discuss whether they achieved what they set out to achieve the first day.

Discussion

To use when you complete the activity:

1. How do you plan to reach your goals?
2. How do your goals relate to your transition from high school?

To use after students have received envelopes back:

1. Have you gotten more out of the program than you expected? How? Have you gotten less out of the program than you expected? How?
2. What unexpected events/activities did you participate in that you did not anticipate and how were you affected by those events?

Closure

Journal/Community Circle — Ask students to share one of their goals for the program with the group. Ask students to reflect on how they will reach the goals they have set for themselves in the program.

Today is Your First Day of Expanding the Circle!!

Take a few minutes and write goals for yourself that you would like to accomplish during the program.

Write a goal for yourself HERE for self-advocacy.
(This means knowing how to ask for help or asking for what you need.)

Write a goal for yourself HERE for careers.
(This could include finding out about your interests, learning more about work, learning how to interview, learning how to write a resume, etc.)

Write a goal for yourself HERE for post-secondary school.
(This could include learning more about American Indian colleges, learning more about local colleges, learning about scholarships, learning how to choose a college, learning how to apply to schools, etc.)

Now put your goals in an envelope with your name on it. Seal it and turn it in.

LESSON NINE

COMMUNITY DECISION-MAKING QUILT

Student Outcome

Student will make a personal decision to support the program community.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Colored construction paper
- Large sheet of butcher block paper
- Markers
- Scissors
- Glue
- Masking tape

Before You Begin

- Label a large sheet of butcher block paper "Community Decision Making Quilt" and tape it on the wall at a height all can reach.
- Make copies of handouts for students.
- Depending on time, different art materials could be used including real quilting materials.

Directions

1. Ask each student to think of one decision they will make to support the "community" (this group) during the program. This is a commitment they will make to the group that will support the efforts of the program. Examples may be that students will: be on time, be respectful listeners, share with the group. Tell students they are going to each create a quilt piece by designing their decision and fitting it in with the others' so a community quilt is created.

2. *Give students colored construction paper, markers,* scissors, and glue to work with to create their individual quilt square.
3. Remind students as they create their quilt piece that the end result must be that all the pieces fit together to make one community quilt on the butcher block paper on the wall.
4. Ask students to attach their quilt pieces to the butcher block. They may need to adjust their pieces, color in the butcher block between pieces, or other create steps to make the quilt a cohesive community quilt as the end project.

Discussion

1. How did you decide what your decision would be?
2. Was it hard to think of a community decision instead of a personal decision? Why or why not?
3. What challenges, if any, did you have making the community quilt fit together as one product? What kind of teamwork went into the process?
4. What is the importance of this activity as it relates to decision-making? Are there any built in supports in a community that help individuals in the community? What might they be?

Closure

Journal/Community Circle — Have each student restate their personal decision for supporting the community and how they think their decisions will impact the group as a whole.

LESSON TEN

ANIMAL SANCTUARY OLYMPICS

Student Outcome

Student will act as a team member to solve a problem.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 10.1: "Team Building"
- Handout 10.2: "Animal Sanctuary Olympics"

Before You Begin

- Make copies of handouts for students.

Directions

1. Pass out Handout 10.1: "Team Building" to students. Review the characteristics of team building.
2. Explain to students that being on a team is a difficult task because everyone cannot always do just what they want to do or what they are best at. There is a certain amount of give and take that goes on in a successful team. However, when members are forced to stray too far from their strengths or what they are good at, the team suffers.
3. Pass out a copy to each student of Handout 10.2: "Animal Sanctuary Olympics." Read it aloud to students.
4. Divide students into small groups of three or four students per group.
5. Tell students to discuss how the coach should handle this team of animals. Tell students that all the animals must remain on the team and there can be no replacements. They have to work with the group of animals described, with the conditions and attitudes described.

6. Have students select one person who will take notes for the group. Ask the students to act as a team and agree on their decisions for managing the team. After ten minutes tell students to make sure their notes are written down and ready to share.
7. Ask each group to share their plan for the animal team with the large group.

Discussion

1. How did your team arrive at your conclusions?
2. Was there any one person in the group who took over the decision-making or did you act as a team within your group?
3. Was everyone able to be heard and share ideas? Were all the ideas valued?
4. How did it feel to be apart of this decision making team? Did you feel included? What characteristics did you notice in your group?

Closure

Journal/Community Circle — Ask students to share what kind of animal this coach should be.

Teambuilding

"Many hands make the work light." This is an old, but true phrase. When people work together as a team, the tasks are easier. Traditionally, community members had different strengths that they brought for the betterment of the whole community. Some were warriors, some were hunters, some were teachers, and so on. In modern times, we call this working together, teambuilding or working in teams. It is the same concept that has been in the American Indian tradition for generations.

Throughout time, characteristics of the members of effective teams have been —

Courage:
the courage to stay out the task through completion

Experienced eyes:
bringing vision and tried and true knowledge to the task

Self-confidence:
a sense of who I am and what my role is in the group effort

Perseverance:
the tenacity to stick with my responsibilities to completion.

Patience:
to help others in the group and to wait for their understanding.

Listening:
to quietly listen to all in the group and value each idea.

Non-expert approach:
to be equal with the group, no greater, no less than, regardless of my knowledge.

Animal Sanctuary Olympics

Background Information

Once upon a time the animals in a nature sanctuary decided that they wanted to develop a new team for the next Olympic games so they organized a team. They adopted a training program that involved running, swimming, climbing, and flying. The sanctuary training team consists of a duck, a rabbit, a squirrel, an eagle, and a gopher. To make the training program easier for the coach, all of the animals trained for all of the events.

The Team Members

The duck is an excellent swimmer. In fact she is better than the instructor, but she makes only passing grades in flying and is a very poor runner. Because she is so slow in running, she often had to stay late to practice, and as a result her swimming has suffered, too. After a period of time practicing running, her webbed feet have become badly worn, and now she is only average in swimming.

The rabbit started at the top of the team in running, but has been so terrified of swimming he has developed an anxiety disorder and the medication he is on makes him so sleepy that he doesn't get up early enough to practice his running, so he is falling behind.

The squirrel is an excellent climber, but she has become frustrated in her flying training program because the coach makes her start from the ground up instead of the treetop down. She has also been developing a charley horse from overexertion and now even her climbing is falling behind.

The eagle is extremely independent and doesn't work well with any of the coaches. He does well in climbing and soaring and flying, but he insists on doing it his own way. Often he does not show up for training. The coach doesn't know if he will show up for the Olympics at all.

The gopher practices her digging in her own little world, even though the coach tells her continually that there is no competition in digging in the Olympics. The coach has tried to get the gopher to participate in all the other activities to see which competition she will best fit into, but it has been a struggle.

The Situation

After a season of working with this team the coach has become frustrated with the health conditions and attitudes of the team, so he quit. You have been hired as the coach to take over this team and make them into something in time for the summer Olympics in Canada. You have three months to train your team. Using your best coaching skills, you come in on the first day to take over the team.

UNIT 2:
SOCIAL SUPPORTS

LESSON ONE

EXPECTATIONS

Student Outcome

Student will identify the expectations of significant people in their lives.

Portfolio Placement

N/A

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Expectations"
- Writing utensils

Before You Begin

- Make copies of the handout for students.

Directions

1. Explain what expectations are by giving examples such as school rules, classroom rules, or rules they may have at home.
2. Talk about how expectations can have a positive affect on how students conduct their lives whether they are expectations a person may have of themselves or expectations that others may have of them.
3. Provide students with Handout 1.1: "Expectations."
4. Tell students to look at the boxes on the worksheet and have each student write what each of the people or group of people expects of them (school, home, community).
5. Ask the students to put a star next to the expectations that help them in positive ways.

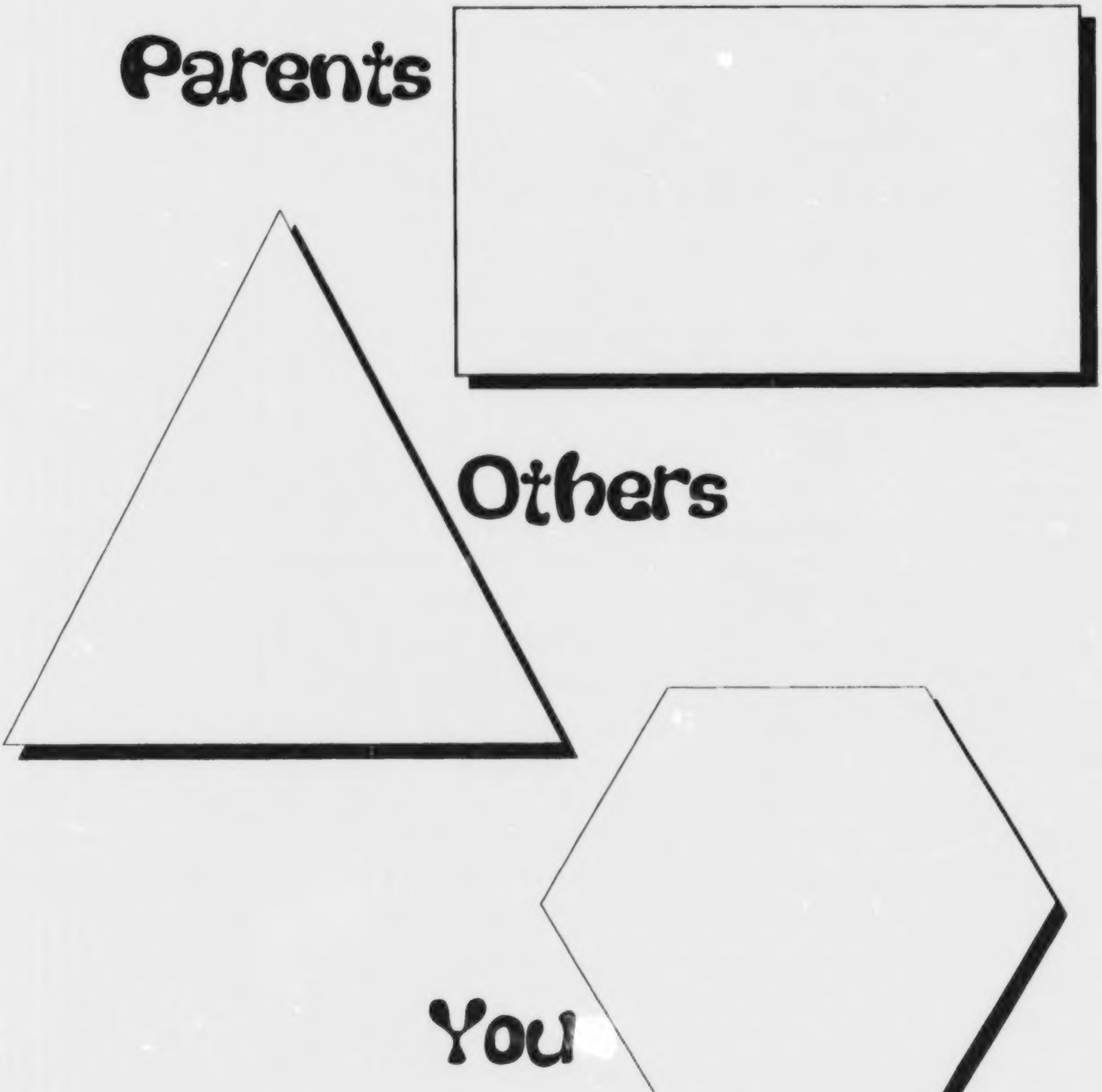
Discussion

1. Are the expectations other people have of you realistic? Why or why not?
2. How are the expectations different/same in different parts of your life (school home, community)?
3. Do you have expectations of yourself that meet or exceed the expectations that others have of you? If so, what are they?
4. How do the expectations of others help you in accomplishing your goals?
5. What can you do to meet the expectations people have of you? Expectations you have of yourself?

Closure

Journal/Community Circle — Ask students to reflect on how they feel about one of the expectations.

Expectations


Parents
Others
You

LESSON TWO

CONNECTIONS

Student Outcome

Student will identify the network of support in their lives.

Portfolio Placement

NA

Time Frame

45-60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 2.1: "Connections"
- Art materials (markers, poster board, pencils, etc.)

Before You Begin

- The purpose of this lesson is to be a launching point for the next activity. Students should be encouraged to think about the larger, broader network of support around them during this activity because the following activity, *Support Star*, will ask students to explore who supports them in a more situational manner.
- As students work on their Connections posters, make note of students who may struggle to think of people in their lives or positive events.

Directions

1. Introduce the concept of a network of support. Show students the sample of a framework of support (Handout 2.1: "Connections").
2. Allow students to choose art materials to work on their personal support network.
3. Instruct students to place a circle (or some other symbol) in the middle of their poster board with their name.
4. Ask students to think of all the different people in their lives. Encourage students to think outside the normal list of family and friends and include additional people they interact with (people in the community, at the store, teachers, etc.)

5. Have students draw lines from the center circle with their name in it to the people they have listed. Tell students they can "code" particularly special people in their lives (heart, smiley face, etc.) to show meaningful connections.
6. Tell students to think about four positive experiences in their lives. Ask students to write the experiences in each of the four corners. Ask students to look at the names they have listed and determine who was involved in the positive events. Lines may be drawn to connect the people to the events.
7. Ask for volunteers to share with the group when students have completed their Connections posters.

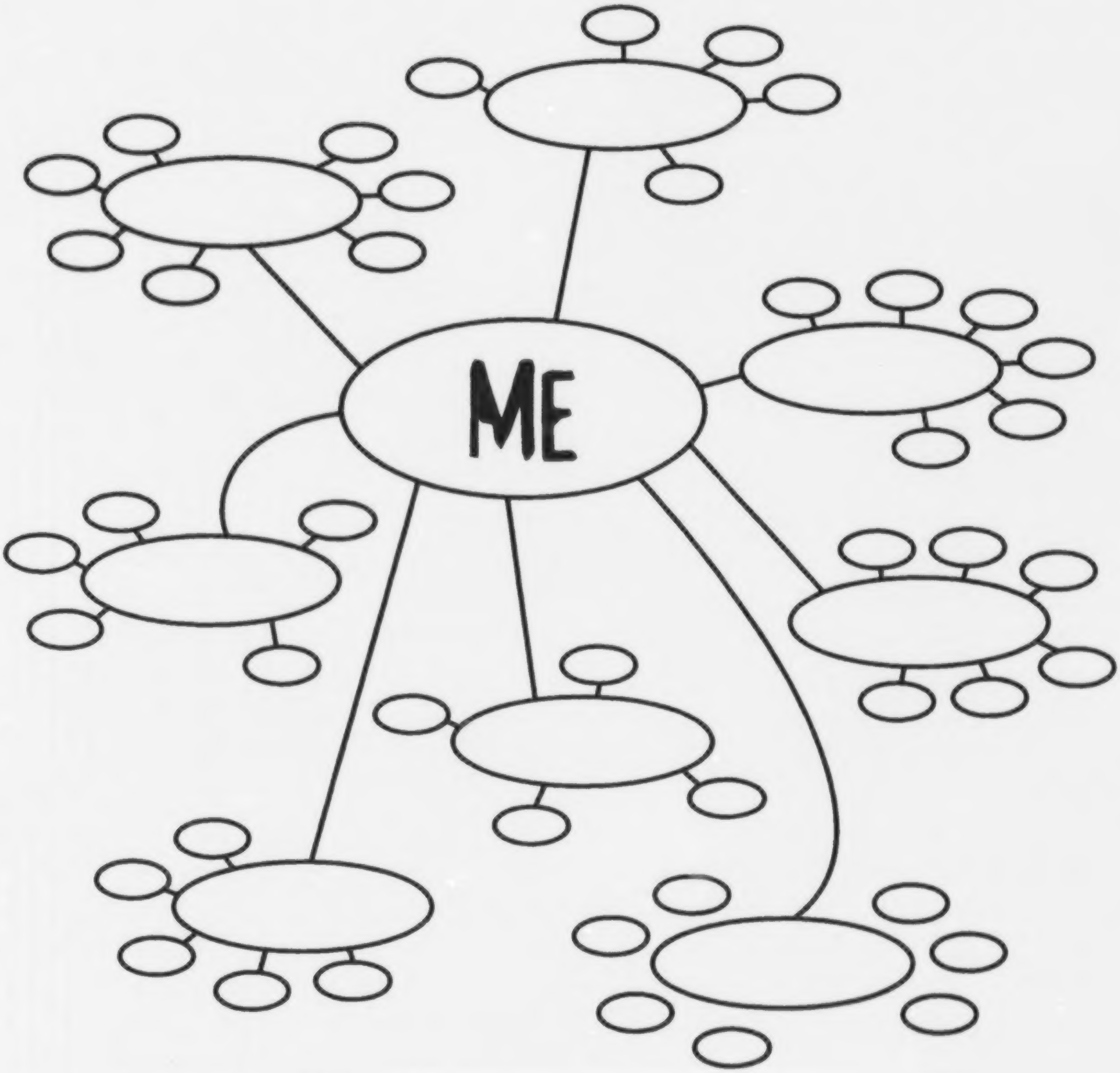
Discussion

1. Why do you think we did this activity? How does it relate to your transition from high school?
2. How do the decisions you make affect the people in your network? Poor decisions? Good decisions?

Closure

Journal/Community Circle — Ask students to choose one of the positive events and write/tell more about it.

Connections



LESSON THREE SUPPORT STAR

Student Outcome

Student will identify people in their lives that provide support in different situations.

Portfolio Placement

Support Circle

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 3.1: "Support Star"
- Handout 3.2: "In Balance"
- "Connections" posters from Lesson Two
- Writing utensils

Before You Begin

- Make copies of handouts for students. Have "Connections" posters from previous activity available for students to reference.
- The purpose of this activity is to expand on the "Connections" posters and look at the situational nature of support, i.e.., different people support you for different things.

Directions

1. Discuss the concept of how we all have people in our lives who help us. In addition to their parents, have students think about who the key people are in their lives (i.e. specific family members, friends, community members, teachers, mentors etc.).
2. Provide students with Handout 3.1: "Support Star."
3. Have students write their name in the center of the star. In the space provided in each subject area, have students write the names of people they know and trust for each area of the support star, placing one name in each section.

4. Have students think of how different people may support them in different situations.
5. Pass out Handout 3.2: "In Balance." Discuss with students how people in our lives support us in different ways such as our emotional, physical, mental, and spiritual needs. Ask students to write names of people that support them in keeping an emotional, physical, mental, and spiritual balance.
6. Discuss the traditional and historical use of support circles in American Indian communities such as elders, mentors, role models, and extended family.
7. Ask volunteers to share their completed support star with the group as they are comfortable. Have students share who the key people are in their lives and explain how each person is helpful and supportive.

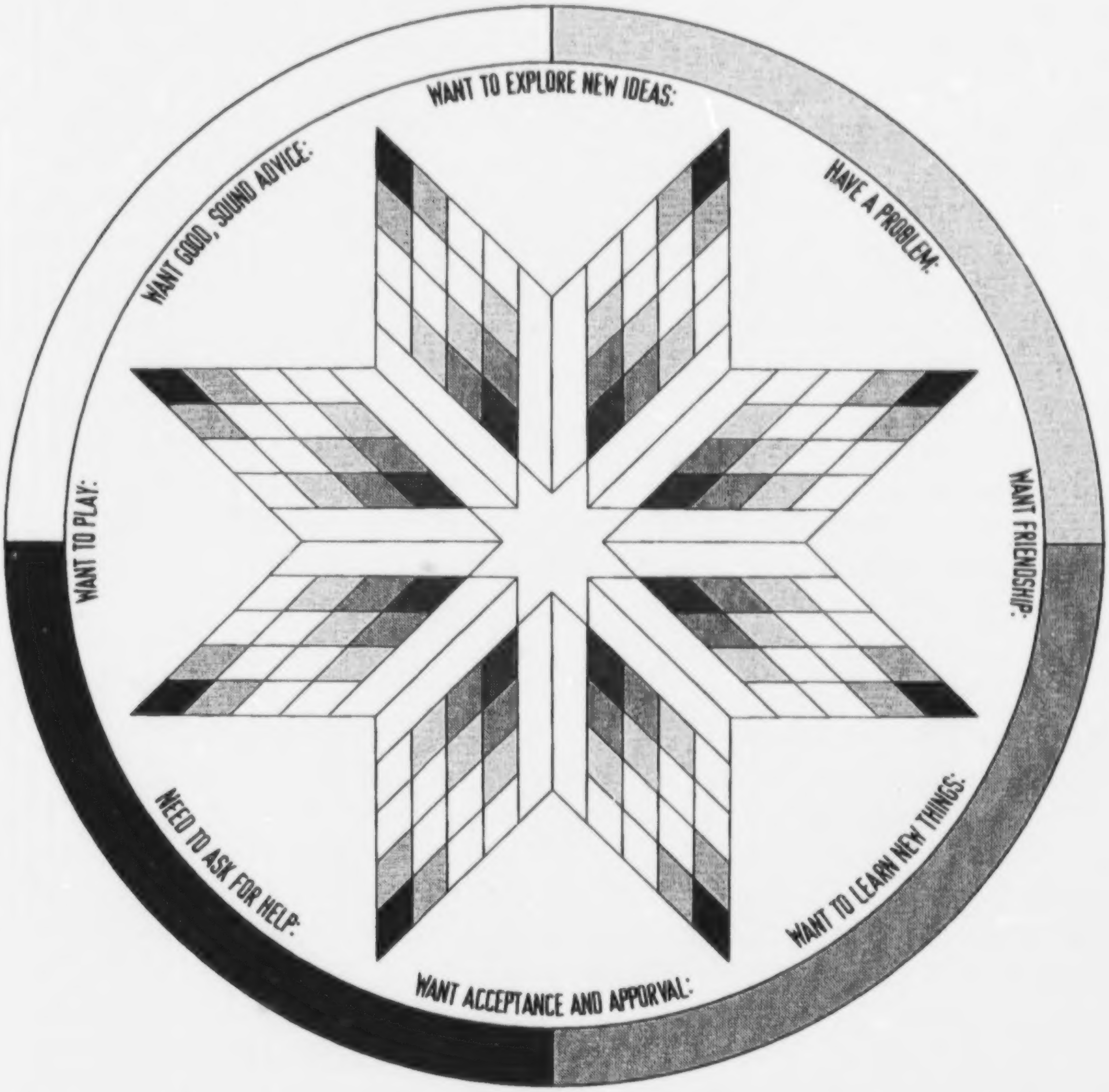
Discussion

1. What are the ages and life experiences of the people in your support stars?
2. How has this activity helped you in defining who is in your Support Circle?
3. Are the people in your Support Circle accessible when you need them?
4. How does your Support Circle change for different situations?
5. What is the name for support in your community? How has support historically been given in your community?
6. How does the idea of mentoring connect to support circles? Who are your mentors? Are they included in your support circle?

Closure

Journal/Community Circle — Ask students to think about one person from their Support Star and how that person helps them spiritually, mentally, emotionally, and/or physically.

SUPPORT STAR


WANT TO EXPLORE NEW IDEAS:
HAVE A PROBLEM:
WANT FRIENDSHIP:
WANT TO LEARN NEW THINGS:
WANT ACCEPTANCE AND APPORVAL:
NEED TO ASK FOR HELP:
WANT TO PLAY:
WANT GOOD, SOUND ADVICE:

Think about the adults in your life. In the space above, write your name in the middle star. Then write the names of the adults that you know and trust for each area of your support circle, with one name in each section. After you finish, star the adult or adults you feel closest to.

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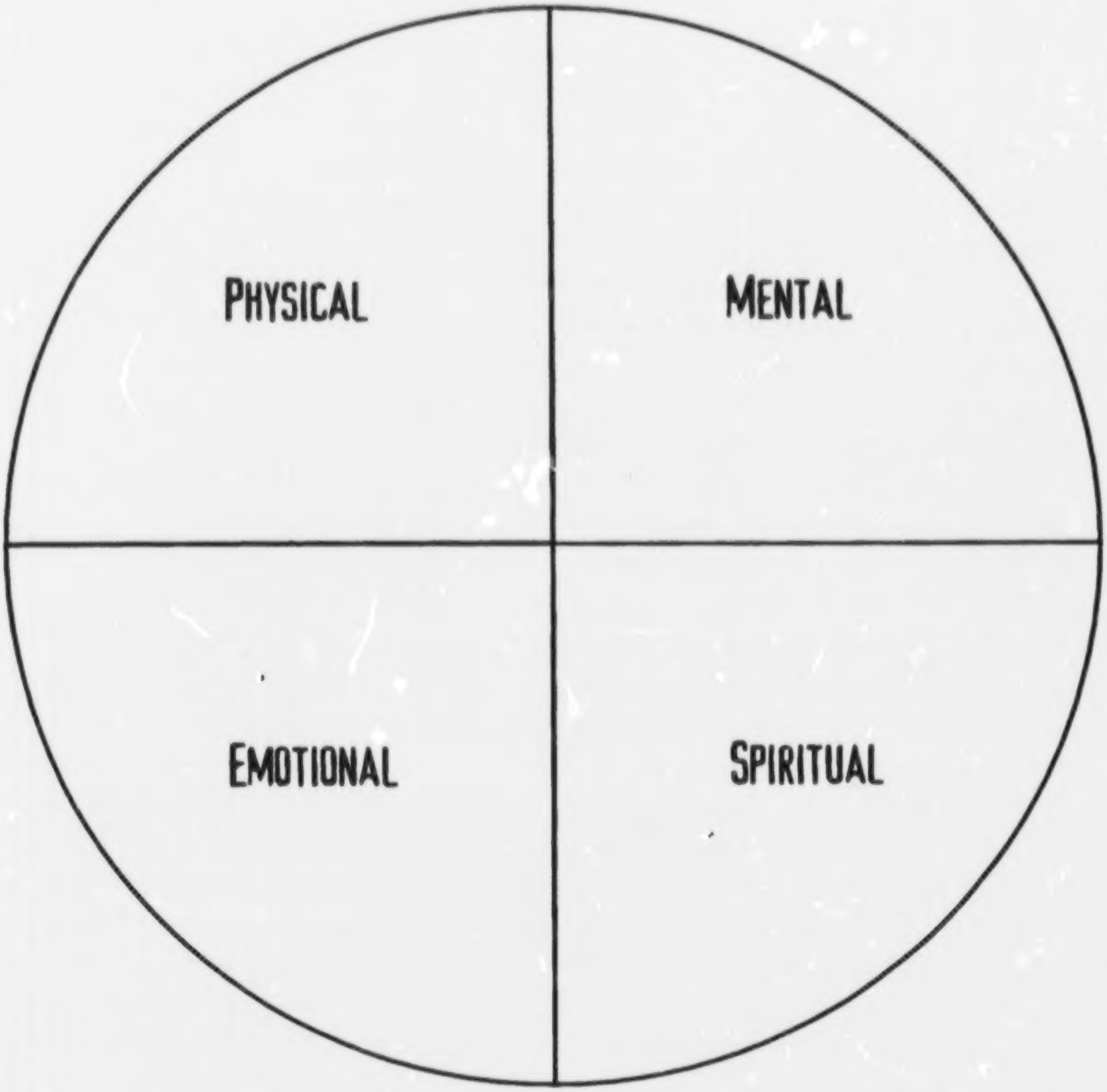
IN BALANCE


PHYSICAL
MENTAL
EMOTIONAL
SPIRITUAL

UNIT 3:
MY
FAMILY

MY FAMILY DISCLAIMER

In *Unit 3: My Family* students have the opportunity to explore their family history. This is an important aspect in *The Discovery* theme because it allows students to learn about their roots, their family and community ties, and how that information plays into the knowledge of one's self. Depending on the community in which the curriculum is taught, there will be a broad range of knowledge about one's lineage: from little information to extensive family history. Discussion of extended families, blended families, and adoption may occur as part of the natural process of completing the unit. Regardless of the amount of knowledge individual students have, this unit is invaluable in that the activities allow students to connect their genealogy knowledge with their decisions about the future in this transition process. Encourage students to explore their family stories. American Indian families are full of stories of struggle and strength that speak to the resilience of American Indian people.

Before beginning this unit, make sure that you have written permission from the family for all students to investigate this information. Some school districts may have strict policies that prohibit access to or inquiring about family history as part of the school curriculum. Even if you are using *Unit 3: My Family* as part of a summer program, make sure the activities are not in conflict with any district or community policies before you begin.

LESSON ONE

LIFE WITHIN THE CIRCLE (CANGLESKA ETIMA WICONI – LAKOTA)

Student Outcome

Student will explore family genealogy concepts.

Portfolio Placement

Legal

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Life Within the Circle"
- Writing utensils
- Markers/colored pencils

Before You Begin

- The purpose of the activity is to serve as an introduction to family history and researching genealogy. A more intensive activity is also included in this unit following this activity and can be used as time permits.
- While the activity is designed for students to complete using their biological family information, students who have been adopted may choose to use their adopted family for the activity.
- Make copies of the handout for students.

Directions

1. Provide each student with Handout 1.1: "Life Within the Circle."
2. Tell students that this exercise is designed to get them thinking about their family history and to identify relatives in their lives who may be able answer questions they may have about their family genealogy. Discuss the importance of knowing one's family history particularly for American Indian students (i.e., tribal enrollment, American Indian specific scholarships, etc.)

3. Have students complete as many levels of the family history as possible.
4. Have students develop a resource list of people in their family or community who may be able to help them gather more comprehensive family history and genealogical information.
5. Provide students the opportunity to personalize their "Life Within the Circle" handout using art materials.

Discussion

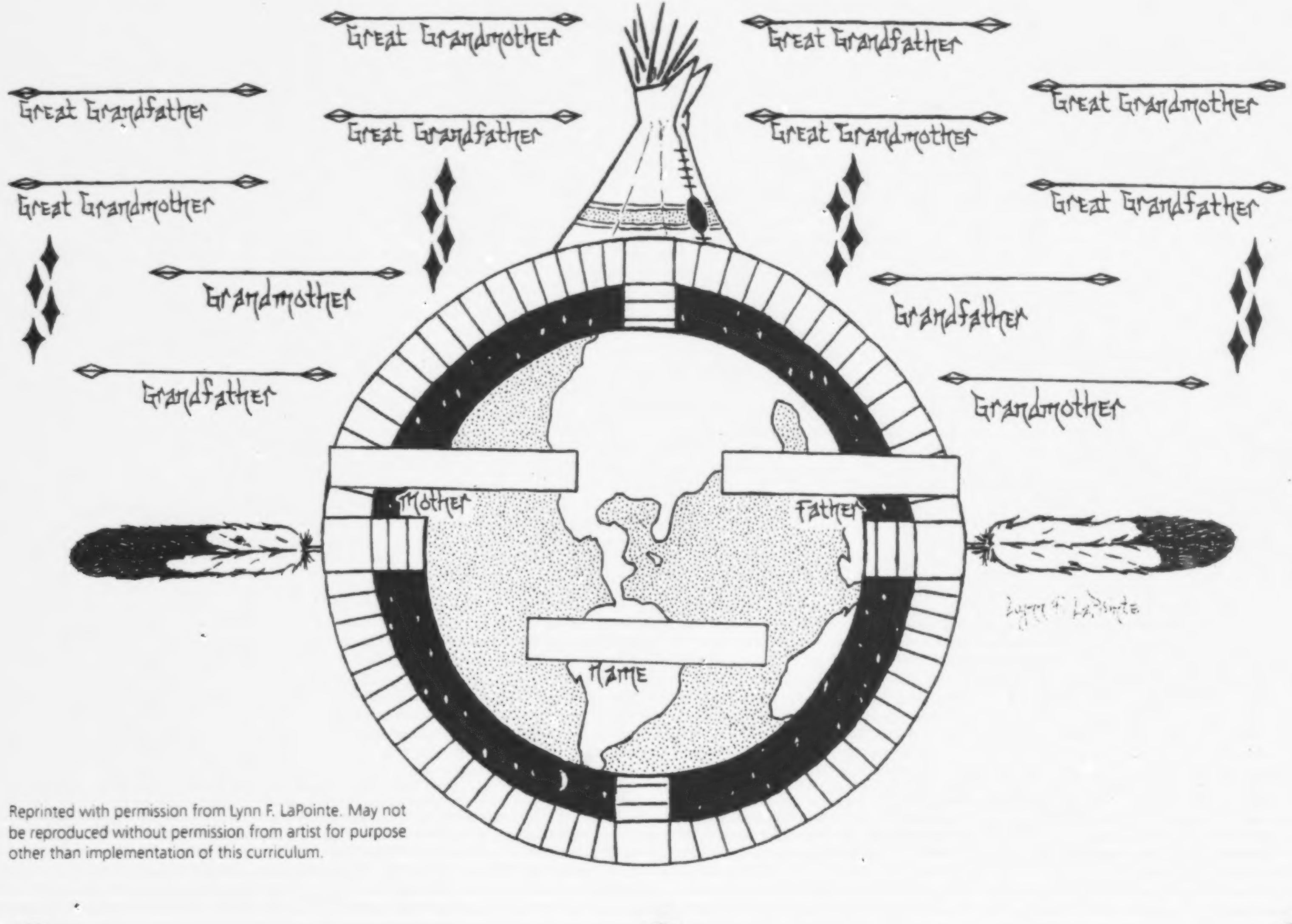
1. If you were not able to fill in each of the brackets in the family tree, whom would you talk to gain the information you would like to know about your family history and genealogy?
2. How did this exercise get you thinking about your family history? Who you are? Where you come from?
3. Are there people in your extended family that are an important part of your family history? Who are they? How are they important to you?
4. Do you know of family tree information being passed on from generation to generation in your family? If not, who would you talk to begin gathering this information?
5. How do you think knowing about your family history applies to your transition from high school?

Closure

Journal/Community Circle — Ask students to reflect on the importance of knowing family history for American Indian people.

Cangleska etima Wiconi

Life within the Circle


Great Grandmother
Great Grandfather
Great Grandfather
Great Grandmother
Grandmother
Grandfather
Great Grandfather
Great Grandmother
Great Grandmother
Great Grandfather
Grandfather
Grandmother
Mother
Father
Name
Lynn F. LaPointe

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LESSON TWO FAMILY HISTORY

Student Outcome

Student will complete family interviews and research to determine family history.

Portfolio Placement

Legal

Time Frame

30 minutes to introduce
Activity is ongoing

Size of Group

Large or small group

Materials Needed

- Family history resource list created during Lesson One "Life Within the Circle"
- Handout 2.1: "Tips for Interviewing Family Members"
- Handout 2.2: "Family History Questions & Topics for Interview"
- Handout 2.3 "Ancestral Chart"
- Tape recorders & tapes if available
- Art materials for ancestral chart (i.e., posterboard, markers, pencils, rulers, stickers, highlighters)

Before You Begin

- Make copies of handouts for students.
- Modifications: After completing their family interviews, students may choose to record their information on the provided ancestral chart (Handout 2.3) such as is provided or may choose to record the information using a variety of art media. Additional formats can be located from the Bureau of Indian Affairs offices or Web site.
- Students should be encouraged to collect photographs of family members when completing interviews when possible.

Directions

1. Ask students to select two or three relatives for genealogy interviews using the family history resource list created during Lesson One (Life Within the Circle).
2. Pass out Handout 2.1: "Tips for Interviewing Family Members." Review with students and discuss the interviewing process.
3. Provide students with Handout 2.2: "Family History Questions & Topics for Interview." Review format and list of interview question/topics. Tell students that the project should include family history information for at least three generations if possible (their grandparents, parents, and themselves).
4. Have students complete interviews with selected relatives. If possible, have students tape-record interviews.
5. Gather materials needed to complete ancestral chart (i.e., posterboard, ruler, pencils, markers or provided ancestral chart on Handout 2.3). Have students complete chart in the manner selected.
6. Have students share ancestral charts with group if desired.

Discussion

1. What difficulties did you face in completing the project?
2. What was your family's response to the project?
3. Have other family members completed similar projects? What was their experience like?
4. How do you see this activity relating to your transition from high school?
5. How was family history collected in the past?

Closure

Journal/Community Circle — Ask students to share one challenge and one surprise they encountered while completing the project.

Tips for Interviewing Family Members

1. First, ask the family member(s) you know the best who they would suggest you interview about the family's history.

2. Next, contact those family members and explain what you are doing and why you are trying to collect information on the family's history. Explain to them that this is an important part of your transition process from high school.

3. Explain that knowing about the family history will help you understand yourself better and may even help lead you to a career, college, or future pursuit of interest to you.

4. Set up an appointment with the family member/members you will interview — even if it is your parents. The reason for this is that you want a time set aside where there will be few interruptions so you and the family member can focus on the interview. By setting up an appointed time for the interview you will all take the experience more seriously and you will achieve the best response.

5. Do not interrupt the person you are interviewing. They may begin to tell you stories that you feel go way beyond the information you are trying to get. Theses stories are very important to who you are also. Listen carefully. Tape record, if appropriate, or take a few notes. You can add to these notes later, when you are alone, based on your memory.

6. At the end of the interview, summarize the information you have written down. Ask if this is accurate and if you have missed anything. Ask if they would like to add any other details or information. Adjust accordingly.

7. Thank them for the time they spent and the part of themselves they shared with you.

8. This interview may be a chance to connect with a family member in a new way. Keep in contact with those you interview and let them know how your transition process is going. They can be a source of support, encouragement, and mentoring to you.

Family History Questions and Topics for Interview

What is your family name? ____________________

What does your family name mean? ____________________

Name of Self: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________ Birthplace: ____________

Name of Mother: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________ Birthplace: ____________

Still living: ☐ Yes ☐ No Date of Death: ________ Place of Death: ________

Name of Mother's Father: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________ Birthplace: ____________

Still living: ☐ Yes ☐ No Date of Death: ________ Place of Death: ________

Name of Mother's Mother: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________ Birthplace: ____________

Still living: ☐ Yes ☐ No Date of Death: ________ Place of Death: ________

Name of Father: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________________ Birthplace: ____________________

Still living: ☐ Yes ☐ No Date of Death: ____________ Place of Death: ____________

Name of Father's Father: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________________ Birthplace: ____________________

Still living: ☐ Yes ☐ No Date of Death: ____________ Place of Death: ____________

Name of Father's Mother: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________________ Birthplace: ____________________

Still living: ☐ Yes ☐ No Date of Death: ____________ Place of Death: ____________

Name of Sibling: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________________ Birthplace: ____________________

Still living: ☐ Yes ☐ No Date of Death: ____________ Place of Death: ____________

Name of Sibling: ____________________

Given Indian Name: ____________________

Tribe enrolled in: ____________________

Birthdate: ____________________ Birthplace: ____________________

Still living: ☐ Yes ☐ No Date of Death: ____________ Place of Death: ____________

Name of Sibling: ______________________________

Given Indian Name: ______________________________

Tribe enrolled in: ______________________________

Birthdate: ______________ Birthplace: ______________

Still living: ☐ Yes ☐ No Date of Death: __________ Place of Death: __________

Name of Sibling: ______________________________

Given Indian Name: ______________________________

Tribe enrolled in: ______________________________

Birthdate: ______________ Birthplace: ______________

Still living: ☐ Yes ☐ No Date of Death: __________ Place of Death: __________

Name of Sibling: ______________________________

Given Indian Name: ______________________________

Tribe enrolled in: ______________________________

Birthdate: ______________ Birthplace: ______________

Still living: ☐ Yes ☐ No Date of Death: __________ Place of Death: __________

Name of Sibling: ______________________________

Given Indian Name: ______________________________

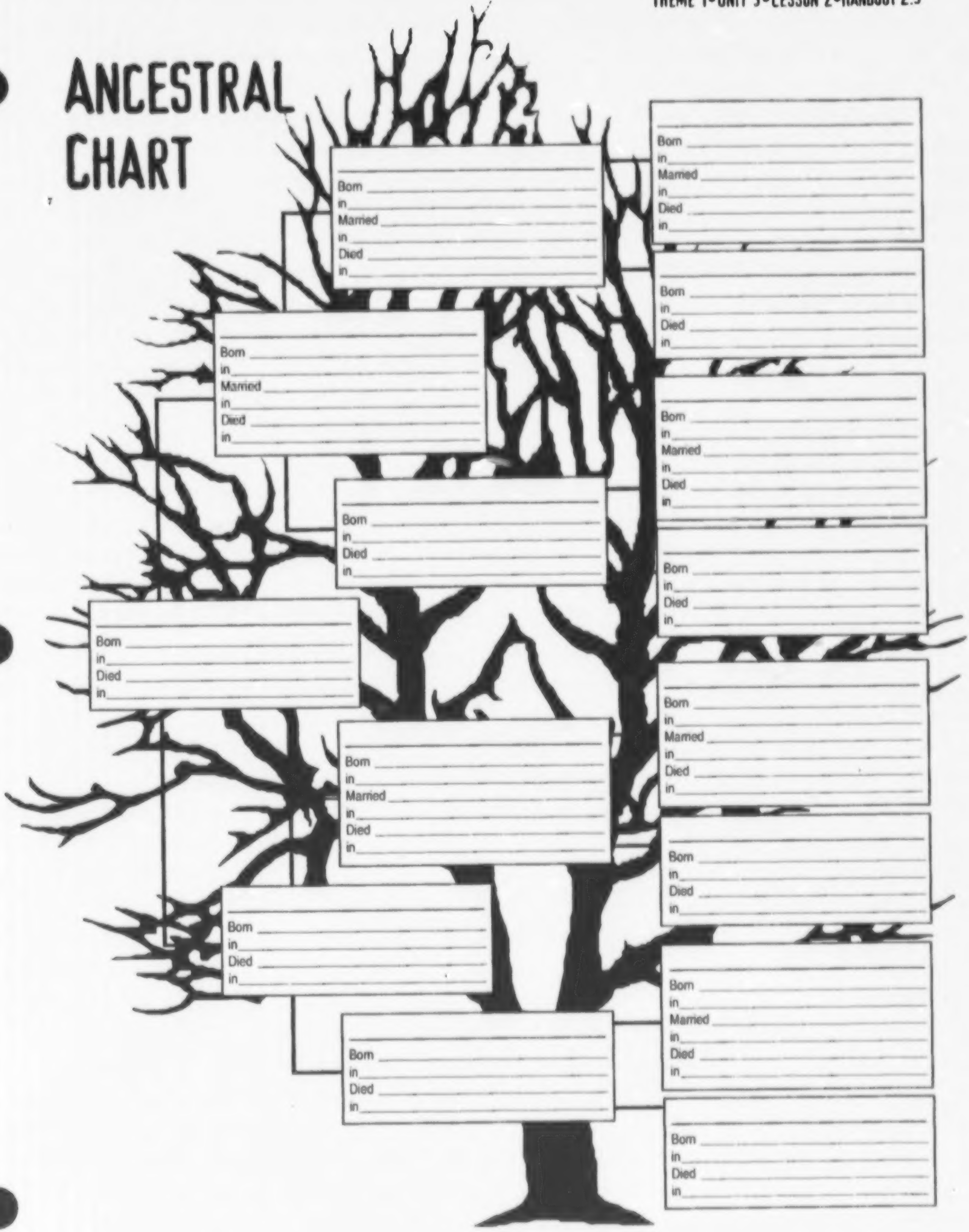
Tribe enrolled in: ______________________________

Birthdate: ______________ Birthplace: ______________

Still living: ☐ Yes ☐ No Date of Death: __________ Place of Death: __________

Additional Information from Interview:

ANCESTRAL CHART



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UNIT 4: MY COMMUNITY

LESSON ONE COMMUNITY TIMELINE

Student Outcome

Student will research and record the history of the community.

Portfolio Placement

NA

Time Frame

30-45 minutes to introduce

Activity can take up to 2-3 hours depending on number of students and time available

Size of Group

Large or small group

Materials Needed

- Historical timeline example (Located in history textbooks and/or encyclopedias)
- Art materials for community timeline (i.e., posterboard, chart paper, markers, pencils, rulers, stickers, highlighters)
- Historical resources (i.e., tribal archives, elder interviews, internet sites, community speakers)

Before You Begin:

- The purpose of the activity is to introduce students to the process of researching a topic using appropriate resources. While producing the timeline is important, the key objective is to teach students how to locate information in a timely and accurate manner.
- Critical to the completion of this activity and others in the community unit is the clear understanding of what community means. Students and facilitators should spend time exploring the different uses of the term community prior to starting the activities in this unit.
- Gather historical resources for students to use in activity. Use of Web sites can prove to be invaluable for the purposes of time and effort. Explore sites prior to start of the project to facilitate the process with students. Discuss the activity with community historians and resources for concise, accurate information. Interviews with community elders may also provide important information in developing a community timeline.

Directions

1. Discuss with students the concept of community. Discuss with students the importance of knowing the history of the community where they are from. Explain that the project will focus on the history of the particular community the students are in.
2. Share with students the multiple resources available to explore history. Discuss the impact technology has had on research and obtaining information.
3. Explain to students that upon completion of the project, they will have created a historical timeline of their community. Show students a sample timeline. The project will have a single product with everyone contributing.
4. Divide students into teams of two-three students to research certain time eras (i.e., late 1800s) or community issues (i.e., education, healthcare). Students will work to gather information on their particular area to share with the rest of the group. Provide access and time to resources as appropriate.
5. Have students share the information found with the rest of the group. Begin to sketch out a timeline on large chart paper. Discuss with students the use of symbols for each time fragment.
6. Gather materials needed to design community timeline (i.e., posterboard, ruler, pencils, markers).
7. Allow students to enter the information found in their research onto the paper community timeline. If new information is found at a later time, have students share with the group and add to timeline.

Discussion

1. What difficulties did you face in completing the project?
2. What was your initial response to the project? Did it change as you got started on the project?
3. How effective was your team in completing the project?
4. Why do you think it is important to look back on the history of communities?
5. How is this activity important to your transition from high school?

Closure

Journal/Community Circle — Ask students to share one item of information that they learned from the activity.

LESSON TWO

JIGSAW TEACHING COMMUNITY HISTORY AND RESOURCES

Student Outcome

Student will explore community history and resources.

Portfolio Placement

NA

Time Frame

60-90 minutes

Size of Group

Large or small group

Materials Needed

- Reference materials for topic areas
- Materials for presentations

Before You Begin

- Jigsaw teaching is a teaching method that can be used in a wide variety of learning experiences. The value of the jigsaw method is that it provides an opportunity to cover a large amount of information in a relatively short amount of time by dividing the learning material equally among student groups. In addition, students become involved in the activity because they are responsible for teaching their peers.
- Gather resource materials for activity. Use of Web sites can prove to be invaluable for the purposes of time and effort. For the state of Minnesota, the Web site of Minnesota Indian Affairs Council is an excellent resource (www.indians.state.mn.us). Explore sites prior to start of the project to facilitate the process with students. Discuss the activity with community historians and resources for concise, accurate information.
- As stated in other community unit activities, define community prior to beginning the activity.

Directions

1. Divide students into groups equal to the number of resource areas. The example listed below is based on 15 students and three areas of study. Adjustments should be made depending on number of students and number of study areas. (i.e., Studying education, government, & health care services would need three groups of students. Each additional topic area would need its own group.)

Education
5 Students

Government
5 Students

Health Care
5 Students

2. Give each group 20-30 minutes to learn what they can about their assigned resource topic (i.e., education). Multiple resources can be utilized depending on time and availability of resources. After researching their topic, group members need to decide on what information should be presented and in what manner. The goal is to become the "expert" on that information.
3. Shuffle students so that one group member from each topic area is in a new group in order to present the information on their resource area to members from the other groups. This allows each "expert" to share the information learned with a new group.

1 Education
1 Government
1 Health Care

1 Education
1 Government
1 Health Care

1 Education
1 Government
1 Health Care

1 Education
1 Government
1 Health Care

1 Education
1 Government
1 Health Care

Discussion

1. What new information did you find out about your community? Current resources in your community?
2. What was the experience like being an "expert" on your topic?
3. How does this activity relate to your transition from high school?

Closure

Journal/Community Circle — Ask students to share one new piece of information learned during the activity.

LESSON THREE

ELDER INTERVIEWS

Student Outcome

Student will interview community elders on the past, present and their thoughts for the future.

Portfolio Placement

NA

Time Frame

45 minutes to introduce activity and review interview process
Actual interviews may require 2-3 hours

Size of Group

Large or small group (The number of elders needed for the activity will be dependent on the number of students.)

Materials Needed

- Handout 3.1: "Sample Elder Interview Questions"
- Pens/pencils
- Notepad
- Audio/video recorder
- Camera

Before You Begin

- Make copies of the handout for students.
- Arrange for interviews with elders by contacting individual elders or by contacting your community elder councils or community agencies.
- Prior to interviewing elders, be sure to ask if it would be acceptable for students to record the interview session.
- Determine the location for the interviews and make necessary transportation arrangements for students and/or elders. Interviews may occur at elders' homes, community centers, or the school. Make sure to provide a quiet space for each group of interviews.
- Depending on time and resources, the activity can include a meal prior to or after the interviews.

Directions

1. Prior to interviews with elders, provide students with Handout 3.1: "Sample Elder Interview Questions."
2. Have student's review the sample interview questions and discuss any questions that they would like to add to this list.
3. Divide up the list of questions equally among the students who will be participating in the interviewing of elders (i.e. 20 questions divided by 10 students etc.).
4. Have students conduct a mock-interview using the interview questions which have been prepared with their peers. Form a talking circle allowing each student to ask a question of his or her peers.
5. Conduct the elder interviews by having the student's break up into interview teams (each with their own set of interview questions and recording devices) and to take turns asking the interview questions.
6. Begin each interview by noting the date, time, and the names of the interviewer and the interviewees.
7. Compile notes and recordings of the interview from each interview team to be transcribed and assembled into interview packets to be shared by the groups. It would be appropriate to offer copies of the finished interview packets to the individuals who were interviewed.

Discussion

1. Did you feel that you were prepared for your interview? Please explain.
2. Do you feel that the elders you interviewed were interested in talking with you?
3. What are your thoughts on the responses given by the elders who were interviewed?
4. What was something new you learned from this experience?
5. If one of the goals of this activity is to re-connect the younger generation with the elders in their families and communities, do you feel this has been accomplished? Why or why not?

Closure

Journal/Community Circle — Ask students to share why they think it is important to listen to the stories of elders.

Sample Elder Interview Questions

1. Do you think youth today are thinking about education?
2. Do you think that American Indian students today are motivated to go to college?
3. If the youth of today are going to be our future leaders, do you think that they are taking this responsibility seriously?
4. Do think that parents are giving their children the support they need to be successful in school?
5. Do you see the youth of today getting more or less family and community support than you did when you were in school?
6. How are the youth of today asking their elders and parents for advice on school and career options?
7. Do you think that access to trust fund money and per capita payments is helping students with the financial concerns of going to college or other schools? How is this different from when you were growing up?
8. What is your view on high school students dropping out of school?
9. When you were growing up, did many American Indian students graduate from high school?
10. Where did you go to school?
11. Did you have a negative or positive school experience growing up?
12. Do you think that things are better for American Indian students now compared to when you were growing up?
13. Do you think that many American Indian students in your community are going to college? Please explain.

Continued on next page

14. Do you think that American Indian students today have positive role models? Did you have positive role models when you were growing up? Who were they?

15. What were some of the responsibilities that you had as a student growing up?

16. Do you think that American Indian students of today are being taught to be responsible?

17. Were many American Indian students interested in going to college when you were growing up? Why or why not?

18. When you were growing up was it important to get a high school or college education?

19. What kind of jobs or careers did you have growing up?

20. What kind of jobs or careers do you think American Indian students should be thinking about today?

21. Do you think it is more important to get a college education today compared to when you were growing up?

22. What advice do you have for youth growing up today?

LESSON FOUR PICTURE BOOK

Student Outcome

Student will create a visual and written product to document family/community history, language, and culture.

Portfolio Placement

NA

Time Frame

30 minutes to introduce
Activity is ongoing depending on resources and time available

Size of Group

Large or small group

Materials Needed

- Handout 4.1: "Picture Book Example"
- Note pad
- Video and/or cassette recorder
- Video and/or cassette tape
- Pens/pencils
- Paper

Supplementary Materials and Resources

A large reservation, state, or regional map may be posted in the classroom as an important supplement to the picture packet. Another map showing historical ecological zones in your reservation, state or region can also be a useful supplement. Additional photographs or native artwork may be displayed in the classroom with permission.

Before You Begin

- The purpose of this picture book activity is to create a visual and written platform for the introduction and presentation of past or recent accounts of history, community, language and culture of American Indian people in your community. The time and resources spent on the activity is dependent on the needs and resources of your program.

- It may take some research to locate and acquire historical or cultural information and materials about your tribe, nation or historic sites in your region. Some suggested resources for research and acquisition of historical or cultural information would be —
  - Tribal resources (elders, community leaders, community archives, community libraries).
  - Local and state historic societies.
  - Internet resources (tribal Web sites, state or national web sites conducive to your specific area of research).
  - Tribal schools in your reservation, state or region (elementary, secondary or postsecondary schools may be good resources).
  - Libraries or other retail or Internet book and video resources may be utilized. Remember to consider the source of your information. Legal, historical, biographical and autobiographical information may be written from a perspective of the individual or group that the author represents or is affiliated with. A review of a list of suggested books and articles which are prominent and supported by your tribe or community may assist in providing competent and relevant information for students. It may also be beneficial to point out to students that ethnocentric views, whether stated by Indian or non-Indian people, should be pointed out.
- When appropriate, it is recommended that a credentialed language instructor or community member with a knowledge and experience in the oral use of the language be asked to provide translations.

Directions

1. Have students write down a resource list of people, places or things (i.e. family heirlooms, old photographs, beadwork, jewelry ect.) that hold significance to them in their lives.
2. Show an example of a page from a picture book and discuss the concept of story telling and recording personal, family/community history, language, and culture. Explain that story telling is a very old, effective and respected teaching method in American Indian cultural traditions that is still used today and in keeping with these traditions, the story telling format is encouraged as they document and conduct their research for the picture book.
3. Discuss with students that family history, language and cultural learning has been passed on from generation to generation. Talk with students about the resources needed to research the history and significance of the items on their resource lists (i.e. human resources, books, articles, transportation to historic sites etc.)
4. Get permission for students and/or instructor(s) to photograph people, places or things, which have significance to their family and community (i.e. historic sites, community landmarks and annual events etc.).
5. Develop photographs. Oral histories and/or personal stories may be added to each photograph.

6. View photographs with students and write up a list of interview questions that go along with each photograph to be presented. Have each student choose a word, phrase or item from the photograph that they would like to have translated into their native language. Include the translation as a footnote to your picture book page.
7. Have students present photographs and interview questions to interested elders, parents, family, and/or community members.
8. Use a tape recorder, pen and paper to interview interested elders, parents, family and community members about the photographs you are presenting for your picture book. Take notes as you record your interview.
9. Transcribe interview responses that go with each photograph. This may be done by listening to the taped interviews and typing out the responses (verbatim), or you may enlist a professional transcription service. Information on transcription services may be obtained by contacting an attorney's office, your local educational institutions, secretarial service agencies, your local county court recorders office, local newspaper etc. The transcribed and printed interview responses are the stories that will be assembled into the pages for your picture book.
10. Pair up the photograph with the transcribed interview. Place each photograph on a page with the interview that goes with it to form the pages for your picture book (if you have access to digital camera's, picture disks or photography software on your computer, you may scan the photograph into your computer and cut and paste your photograph into the transcribed interview that goes with each photograph. You may then print out each transcribed interview as a single page).
11. Assemble each completed picture/interview page into a Picture Book (pages may be assembled into a picture book in a three ring binder, as stapled pages or in some form of photo album). The assembled picture book may be presented along with other positive materials such as additional photographs, artwork, family heirlooms etc.
12. Have students share picture books with their class or group, elders, family members, friends, fellow students and community members.

Discussion

1. What difficulties did you face in completing your picture book?
2. What did you learn about yourself, your family and your community from this exercise?
3. Why do you think it is important to document and pass on personal, family and community history and culture?

Closure

Additional Suggestions — As a student exercise an instructor or student may add additional native language terms and resources to each picture page in their picture book —

1. Teachers or students may wish to view or listen to a video, compact disk or tapes that have language translations before telling the stories in the book. They will then have a better idea as to how to pronounce the American Indian vocabulary being used. The teacher may select native language words for the students to learn. This experience will give teachers and students the opportunity to begin to appreciate the complexity of native languages.
2. Teachers or students may be able to find on a map (of your reservation, state or region) towns, rivers, or other geographic locations referred to in the stories.
3. Teachers or students may be able to identify customs of the past that continue to be practiced or observed by (your) contemporary American Indian families/ communities (i.e., dances, name giving ceremonies, using traditional kinship terms, sharing food).
4. Teachers or students may be able to list inventions of the American Indian people of your community (i.e., processing wild rice, lacrosse game, corn, snow shoes, moccasins).
5. Teachers or students may be able to describe games that were played by American Indian children in your community.
6. Teachers or students may be able to state occupations engaged in by contemporary American Indian people or your community.

Picture Book Sample

AMERICAN
INDIAN
FUND

John Gritts
Western Cherokee
American Indian College Fund
Denver, Colorado

John Gritts has spent more than 20 years helping students find the financial aid they need to go to college. One reason he has worked so hard to help Indian students get a college education is because he knows firsthand how important it is.

"I was the first member of my family to go to college," John says. "My parents encouraged me to go, but they were not able to help me financially." John started his college education at the Institute of American Indian Arts in Santa Fe, New Mexico. Then, he got financial aid to finish his degree at Sioux Falls College in South Dakota.

For the next 23 years, John worked at Black Hills State University, most of that time in the school's financial aid office. Today, he is Director of Tribal College Relations at the American Indian College Fund.

What advice does John have for students who are looking for financial aid? "Plan ahead. Understand deadlines and meet them. Introduce yourself to the people in the financial aid office. Ask questions when you don't understand. Show your appreciation for their help with a courteous word or thank-you note."

"Anything is possible, including financial aid," John adds. "Just take time to stop, read, and follow the instructions."

Photo and text reprinted with permission from *Developing Your Vision While Attending College — Book 2: Paying for a College Education*. Published by the American Indian College Fund, Denver, CO. (1991, p. 21)

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LESSON FIVE

CIRCLES OF OUR MULTI-CULTURAL SELVES

Student Outcome

Student will explore the impact of different social circles which touch their lives and the importance positive interactions between the native community and the surrounding community.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 5.1: "Circles of Our Multicultural Selves"
- Pens/pencils

Before You Begin

- Make copies of the handout for students.

Directions

1. Explain the importance of positive interaction between students' native community and surrounding community and the fact that history has shown us that it is important to interact with the surrounding community for mutual understanding and survival of our native community.
2. Talk about how we move in and out of different circles/groups in our lives (i.e. personal, educational, career, social, family, spiritual etc.).
3. Have students think about the different circles/groups that affect their lives. For example: drum groups, youth leadership groups, dance groups, sports teams, friends, neighborhood where they live, workplace, student council, spiritual groups, language, political, community service groups, exercise groups (work out partners), support groups, hunting groups, bowling league, computer groups, research groups, study groups, committees or councils, etc.
4. Provide students with Handout 5.1: "Circles of Our Multicultural Selves."
5. Have students write their names in the center pathway.

6. Have the students write the names of each circle/group that they identify with or would like to be a part of in either the native community or surrounding community side of their circle worksheet.

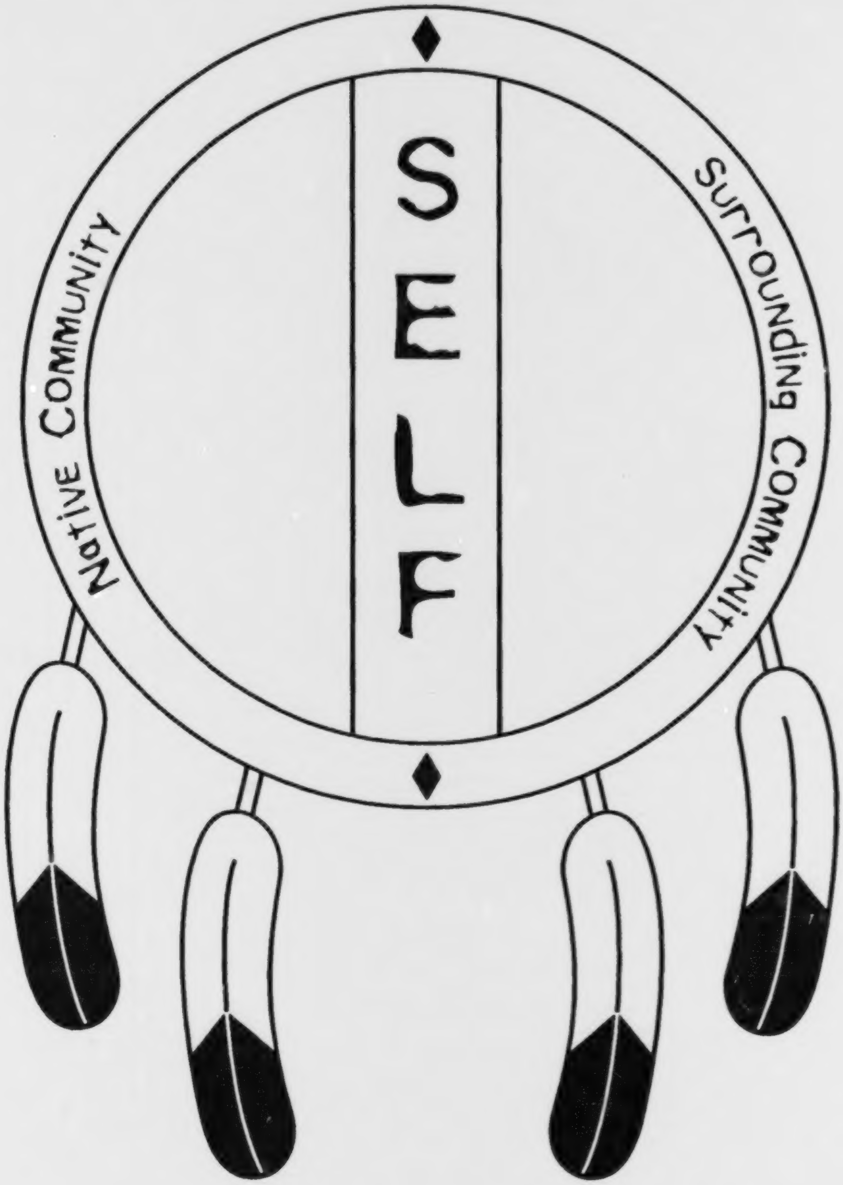
Discussion

1. What is the interaction like between you and your native community and surrounding community?
2. What particular groups give you positive support and encouragement? (i.e. friends, family, teachers, etc.)
3. Are there any interests in either your native community or surrounding community that you haven't explored which may bring more opportunity for positive interaction with your peers or adults in your life? Why? What groups?
4. Are there groups in either the native or surrounding community in which you are interested in being a part of, but are not sure how to approach this group? What groups?
5. Are there groups that you have had the opportunity to interact with but have chosen not to? What are your reasons for not participating in these groups?
6. What are possible solutions that may help you feel comfortable in participating with groups you are interested in being a part of?

Closure

Journal/Community Circle — Ask students to reflect on other ideas they have to help with positive interactions in either their native or surrounding community.

Circles of Our Multicultural Selves


SELF
Native Community
Surrounding Community

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UNIT 5:
ABOUT ME

LESSON ONE HOW HIGH IS YOUR SELF-ESTEEM?

Student Outcome

Student will identify aspects of positive self-esteem.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Samples of Positive Self-Esteem"
- Handout 1.2: "The Cycles of Self-Esteem"
- Handout 1.3: "How High is Your Self-Esteem?"
- Writing utensils

Before You Begin

- Make copies of handouts for students.
- The activities regarding self-esteem are meant to provide an introduction and overview of the aspects of positive self-concept. An extensive amount of additional resources are available for a more in-depth exploration of self-esteem. Contact your high school or community counselor if interested.

Directions

1. Explain to students that self-esteem is made up of four specific conditions: a sense of belonging; a sense of being unique; a sense of power; and a sense of knowing your philosophy of life and a direction where you want to go. If any of these elements are missing or are damaged, it can lead to a sense of worthlessness or low self-esteem.
2. Have students look at Handout 1.1: "Samples of Positive Self-Esteem" and discuss it with the students.
3. Give students a copy of Handout 1.2: "Cycles of Self-Esteem." Explain the pattern that good thoughts have in the cycle of self-esteem and the pattern that negative thoughts have to create self-defeating cycles.

4. Read these situations below and ask the students to look at the "Cycles" chart and decide if each is an example of behavior that reflects a positive cycle or a self-defeating cycle —
   - Continually not paying your bills.
   - Let your professor know ahead of time that you will miss class.
   - Binge drinking.
   - Lack of exercise.
   - Keeping your personal records organized.
   - Taking care of your dogs and other pets.
   - Driving while drunk.
   - Eating regular well-balanced meals.
5. Have students brainstorm their own examples with the group and decide which Cycle the examples fit in.
6. Ask students to take the "How High Is Your Self-Esteem?" survey (Handout 1.3) and score themselves. Discuss the results of the survey and brainstorm ways in which students can increase their level of self-esteem.

Discussion

1. What situations have you been in where you were missing a sense of "having", "being", "doing", or "knowing"? How did that make you feel? What did you do to deal with those feelings? Did it lead you into a self-defeating cycle?
2. How does the "Cycle of Self-Esteem" make sense to you in your lives?

Closure

Journal/Community Circle — Ask students to write two reasons they feel good about themselves.

Sample of Positive Self-Esteem

People with positive self-esteem:

Develop abilities and grow as human beings.

Believe they can do it.

Are willing to give tasks their best effort.

Accept new ideas and new ways of doing things.

Believe they can learn from their mistakes.

Don't wait for others to tell them they are doing it right.

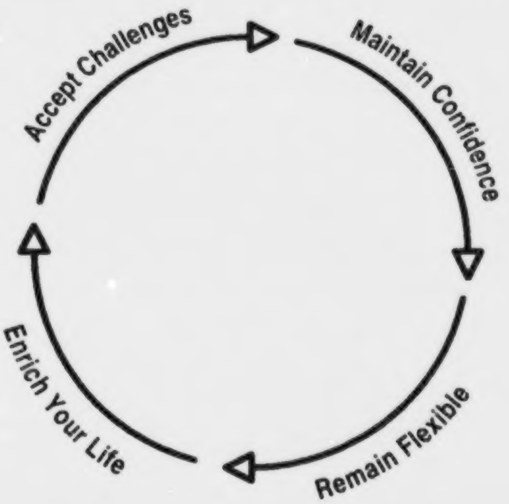
Erase negative thoughts.

Do the things they fear the most.

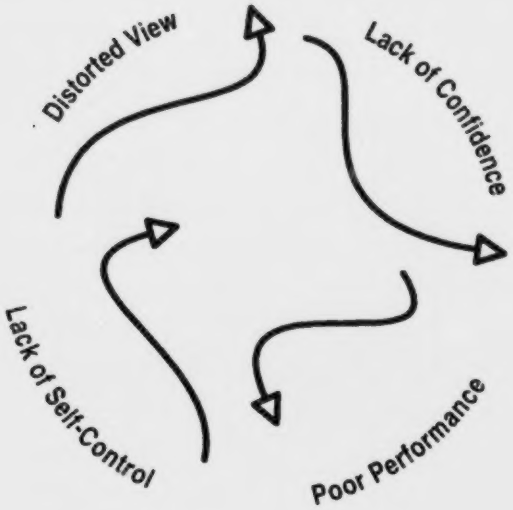
Believe in themselves.

The Cycles of Self-Esteem

Good Thoughts Create a Positive Cycle


Accept Challenges
Maintain Confidence
Remain Flexible
Enrich Your Life

Negative Thoughts Create a Self-Defeating Cycle


Distorted View
Lack of Confidence
Poor Performance
Lack of Self-Control

HOW HIGH IS YOUR SELF-ESTEEM?

Directions: Circle ② if the statement is **true** for you and circle ① if the statement is **false** for you and your thinking about yourself.

False	True	
1	2	I feel when I do well it is because I deserve it.
1	2	I was created to succeed.
1	2	I consider myself to be a risk taker.
1	2	I believe I work up to my potential.
1	2	I am an optimistic person.
1	2	When things are going well I believe they will last for me.
1	2	I am in good physical condition.
1	2	I am comfortable saying what I really feel.
1	2	I place a high value on my own opinion.
1	2	I find it easy to say I am sorry.
1	2	I am goal oriented.
1	2	I am respected by others for who I am.
1	2	I know for myself how I am doing without others telling me.
1	2	I am able to laugh and learn from my own mistakes.
1	2	I am happy for others when they succeed.
1	2	I like to tackle new challenges.
1	2	I like to meet new people.
1	2	I like the way I look.
1	2	I am an active listener.
1	2	I can do most anything I put my mind to.

Add up your total 1's (your false answers) = _____

Add up your total 2's (your true answers) = _____

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LESSON TWO ACCOMPLISHMENTS TREE

Student Outcome

Student will recognize and celebrate accomplishments and successes.

Portfolio Placement

Accomplishments

Time Frame

30-40 minutes

Size of Group

Large or small group

Materials Needed

- Construction paper
- Markers
- Crayons
- Pencils
- Example of completed tree
- Handout 2.1: "Accomplishments Tree"

Before You Begin

- Modifications: Instead of completing the activity with construction paper and other art materials, students could use real tree branches and tie statements of accomplishments onto the branches. If time is limited, give students Handout 2.1: "Accomplishments Tree", a pre-drawn tree with five to seven branches, to label with their accomplishments instead of creating a tree themselves.
- Be aware that some students may be reluctant to talk about their accomplishments because it may focus too much on the individual.

Directions

1. Discuss with students the importance of celebrating accomplishments and successes. Talk about what accomplishments are and how they are different for different people.

2. Show students the example of a completed self-esteem tree with accomplishments that the facilitator may have achieved in the past (e.g., driver's license, passed tests, good relationships, help at home). Talk about the idea of accomplishments that vary by situation such as home, school, or community.
3. Pass out the art materials for students to create their own self-esteem tree.
4. Tell students to draw at least five branches that they can label with their personal achievements.
5. Have students share their completed trees with the large group or with another person.

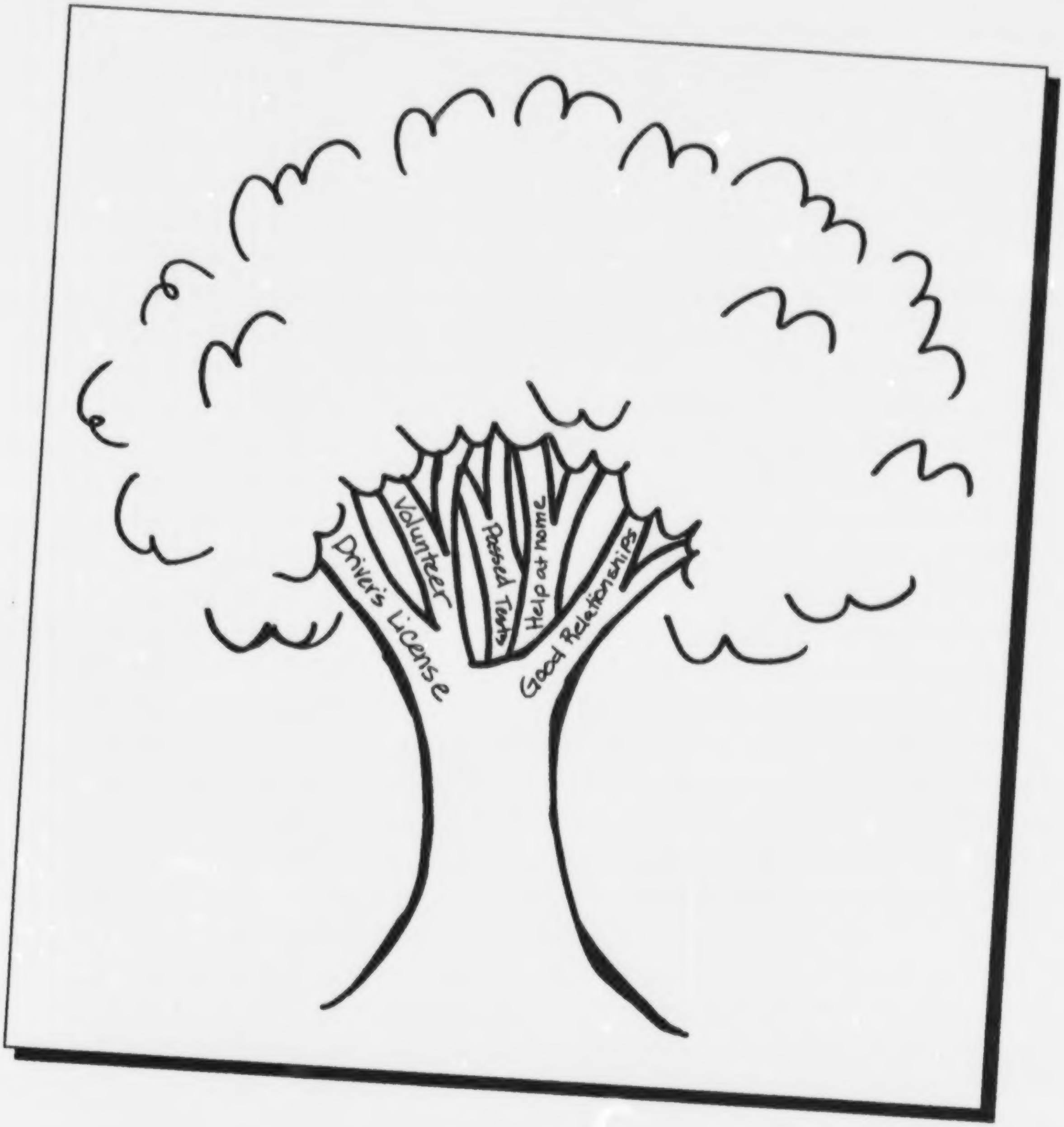
Discussion

1. Was it difficult to think of accomplishments? Easy? Why?
2. How do you know when you have succeeded at something?
3. Who supports your accomplishments?

Closure

Journal/Community Circle — Ask students to reflect on why it is important to celebrate personal successes.

Accomplishments Tree


Driver's License
Volunteer
Passed Tests
Help at home
Good Relationships

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LESSON THREE A MESSAGE TO MYSELF

Student Outcome

Student will state positive personal traits.

Portfolio Placement

NA

Time Frame

20-30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 3.1: "A Message to Myself"
- Business size envelope for each student
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Give each student a copy of Handout 3.1: "A Message to Myself" and a business-sized envelope.
2. Ask students to brainstorm some positive phrases/words they would use to describe someone they like.
3. Ask them to silently think of three positive phrases and words to describe themselves. Have students write these three on Handout 3.1: "A Message to Myself" in the appropriate section.
4. Brainstorm as a group what they consider to be great accomplishments of people they know and respect.

5. Have students think of what they have considered great accomplishments for themselves and write one down on Handout 3.1: "A Message to Myself" in the appropriate section.
6. Have students think of what their best friend would say is the most positive aspect of their personality and write that on the handout.
7. Ask students to think of what the most positive message is that they have ever gotten from their parents (either spoken or none spoken) and write that down in the appropriate place on the handout.
8. Tell students to think of what they would most like to be remembered for in their lives and write that down on their handout.
9. Instruct students to fold Handout 3.1: "A Message to Myself" and seal it into a business sized envelope and address it to themselves and give it to you.
10. Tell students these letters will be mailed to each of them six months to one year from that date as determined by the facilitator. At that time students will have the opportunity to review what they wrote about themselves and reflect on the changes they have made.

Discussion

1. What feelings did you have in discussing each of these items? Was it hard for you to think of positive words and accomplishments about yourself? Was it harder than thinking about positive features of other people? Why or why not?

A Message to Myself

1. Write three positive words that describe you.

a. ____

b. ____

c. ____

2. What do you consider to be your greatest accomplishment?

3. What would your best friend say is your most positive attribute?

4. What is the most positive message your parents gave you?

5. What would you most like to be remembered for in your life?

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LESSON FOUR MY CULTURAL TIMELINE

Student Outcome

Student will create a timeline of significant personal cultural events.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 4.1: "Sample Cultural Timeline"
- Posterboard or construction paper
- Variety of colored markers

Before You Begin

- Make copies of the handout for students.

Directions

1. Pass out and discuss Handout 4.1: "Sample Cultural Timeline." Pass out materials to students for timelines. Ask students to write a series of dates in five year intervals starting with the student's birth year. Reference Handout 4.1 as needed.
2. Tell students you want them to think of the very first time they remember being aware of their American Indian culture. Have each student take a colored marker and write that event and year on their timeline under that year.
3. Ask students to think of subsequent events in their lives (to the present) that represent significant cultural experiences in their lives and mark those on their timeline under the approximate date and identifying what the event (i.e.: learned to rice; first powwow, etc.).
4. Tell students to draw pictures, bring in artifacts, cut pictures out of magazines, bring photographs in, etc. to depict these significant events for them and attach them to their timelines.

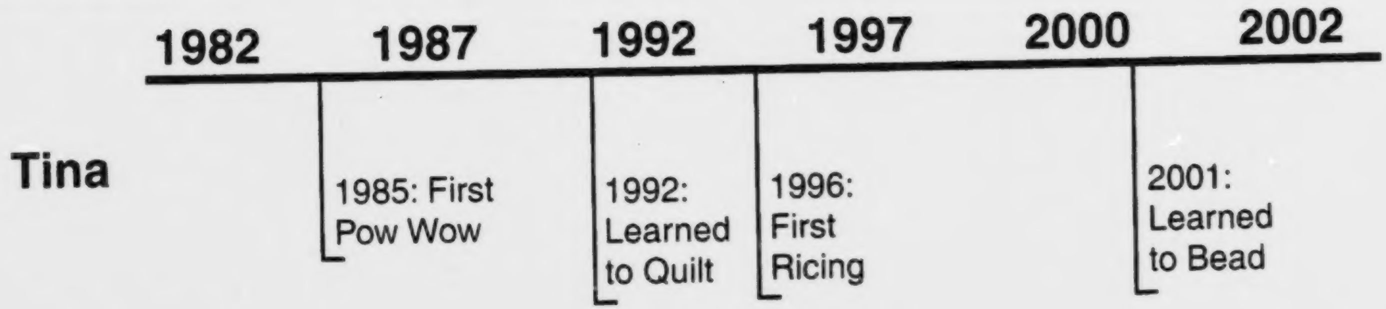
Discussion

1. What was the earliest experience that you remember being aware that you were American Indian? Have all students share as comfortable.
2. Why were the events you selected significant to you in your life?
3. What similarities do you see among the group? Are there certain events that you share as a common and important cultural experience? Why were those significant to you all as a group? What experiences were more individual in nature?
4. What is the significant of this joint timeline for us as a group in this program?

Closure

Community Circle — Ask students to share information about one significant event they wrote on the timeline.

SAMPLE CULTURAL TIMELINE


Tina
1982
1987
1992
1997
2000
2002
1985: First Pow Wow
1992: Learned to Quilt
1996: First Ricing
2001: Learned to Bead

LESSON FIVE LEARNING STYLES

Student Outcomes

Student will complete a learning styles inventory.
Student will compile the information to understand personal learning style and how it relates to learning.

Portfolio Placement

Education

Time Frame

45-60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 5.1: "Edmonds Learning Style Identification Exercise (ELSIE)"
- Handout 5.2: "Edmonds Learning Styles Identification Exercise Profile Sheet"
- Handout 5.3: "My Learning Style Wheel"
- Handout 5.4: "Strengths/Interests: The Way I Will Apply This"
- Writing utensils

Before You Begin

- The purpose of the activity is to help students learn which study techniques and learning opportunities might be the most effective for them. The activity is based on the principle that methods for learning the most efficiently differ from individual to individual.
- Make copies of handouts for students.
- Modifications —
    - Students may need to complete these activities in a separate room if they are easily distracted.
    - Students may need extra time to complete the activities.
    - Students may need extra help in making the connection between one activity and the next.

Directions —

1. Explain to students that learning about how they learn and how that fits with their future interests is important in understanding themselves.
2. Explain that the first step is to take a learning styles inventory that will help them understand more about how they learn.
3. Pass out Handout 5.1: "Edmonds Learning Styles Identification Exercise (ELSIE)" to each student.
4. Following the ELSIE directions provided, administer the inventory to the group. Have the students score their own ELSIE and graph their scores on Handout 5.2: "Edmonds Learning Styles Identification Exercise Profile Sheet."
5. Have students hold up their graph and look at the others to see how similar and /or different they are from each other. Explain that everyone has his/her own way of learning and that there is no right or wrong way to learn.
6. Have the students complete Handout 5.3: "My Learning Style Wheel" by filling in ways that they learn using each of the four modes.
7. Pass out Handout 5.4: "Strengths/Interests: The Ways I Will Apply This Chart." Explain to students that they are going to pull all their information together. Using the results from their ELSIE, have the students complete this chart about themselves.
8. Have students share their charts with the group.
9. Tell students to keep this information in their portfolio (OS). As they progress through the curriculum and work on career interest areas, they will need to refer back to their learning styles inventory results.

Discussion

1. What have you learned about yourself that you did not know or were not sure about before?
2. How will you use the information you have learned about yourself after each activity?
3. What is the importance of this information in your transition process from high school to college?

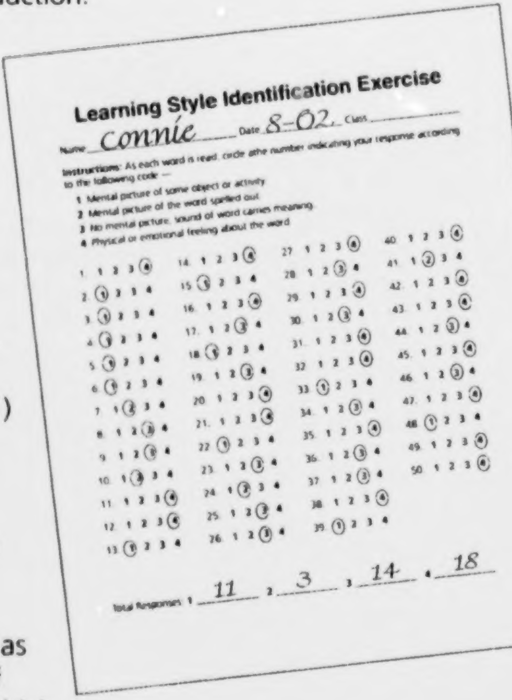
Closure

Journal/Community Circle — Ask the students to explain one way they could implement their learning styles information in the next week. Ask them to do this and report back to the group.

EDMONDS LEARNING STYLE IDENTIFICATION EXERCISE (ELSIE)

The ELSIE, developed by Harry Reinert of Edmonds High School, can be used as a tool to help students learn which study techniques might be most effective for them. This exercise is based on the hypothesis that methods for learning the most efficiently differ from individual to individual. In introducing the exercise to the class, you can point out to your students that this concept is not so very different from other ideas we readily accept, e.g., we all admit to having "talent", or "aptitude", or a "flair for" a particular subject or skill. You will also want to remind them that this is only a tool; it is not the absolute authority that says how they learn in every situation.

Read and then discuss the following introduction:



Learning Style Identification Exercise

Name *Connie* Date *8-02.* Class

Instructions: As each word is read, circle the number indicating your response according to the following code —

1 Mental picture of some object or activity
2 Mental picture of the word spelled out
3 No mental picture; sound of word carries meaning
4 Physical or emotional feeling about the word

1. 1 2 3 [✓ 4]
2. [✓ 1] 2 3 4
3. [✓ 1] 2 3 4
4. [✓ 1] 2 3 4
5. [✓ 1] 2 3 4
6. [✓ 1] 2 3 4
7. 1 [✓ 2] 3 4
8. 1 2 [✓ 3] 4
9. 1 2 [✓ 3] 4
10. 1 [✓ 2] 3 4
11. 1 2 3 [✓ 4]
12. 1 2 3 [✓ 4]
13. [✓ 1] 2 3 4
14. 1 2 3 [✓ 4]
15. [✓ 1] 2 3 4
16. 1 2 3 [✓ 4]
17. 1 2 [✓ 3] 4
18. [✓ 1] 2 3 4
19. 1 2 [✓ 3] 4
20. 1 2 3 [✓ 4]
21. 1 2 3 [✓ 4]
22. [✓ 1] 2 3 4
23. 1 2 [✓ 3] 4
24. 1 [✓ 2] 3 4
25. 1 2 [✓ 3] 4
26. 1 2 [✓ 3] 4
27. 1 2 3 [✓ 4]
28. 1 2 [✓ 3] 4
29. 1 2 3 [✓ 4]
30. 1 2 [✓ 3] 4
31. 1 2 3 [✓ 4]
32. 1 2 3 [✓ 4]
33. [✓ 1] 2 3 4
34. 1 2 [✓ 3] 4
35. 1 2 3 [✓ 4]
36. 1 2 [✓ 3] 4
37. 1 2 [✓ 3] 4
38. 1 2 3 [✓ 4]
39. [✓ 1] 2 3 4
40. 1 2 3 [✓ 4]
41. 1 [✓ 2] 3 4
42. 1 2 3 [✓ 4]
43. 1 2 3 [✓ 4]
44. 1 2 [✓ 3] 4
45. 1 2 3 [✓ 4]
46. 1 2 [✓ 3] 4
47. 1 2 3 [✓ 4]
48. [✓ 1] 2 3 4
49. 1 2 3 [✓ 4]
50. 1 2 3 [✓ 4]

Total Responses: 1 *11* 2 *3* 3 *14* 4 *18*

"This exercise is designed to identify how individuals learn most easily and most efficiently. This is not a test. There are no right or wrong answers."

"In this exercise, you will hear a total of fifty single English words. Each word is a common word with which you are familiar. As you hear each word, observe your own immediate reaction—notice what goes on inside your head. For each word, you probably will have (1) activity, or (2) you will picture the word spelled out in your mind, or (3) you will hear the word and understand its meaning based on the sound, or (4) you may have some physical or emotional feeling about the word, such as a tightening of a muscle or a feeling such as warmth, sorrow, etc. This is not a test of word association—it is not important which other word or what picture you might think of. The nature of your own immediate and instantaneous reaction to the word itself is the important data.

"On your answer sheet, circle the number in the appropriate column for your own response to each word. Each word will be read only one time, since the important answer is your immediate response when you first hear the word, not what comes to you after you have thought about it for a few seconds or have heard the word a second time.

"Here is an example. You hear the word 'hold'. One person might visualize the hold of a ship or see one wrestler holding another. In this case, he would circle number one. Notice that is does not matter what the picture is, only that the word immediately brings to mind some visual image. Another person might see the word h-o-l-d spelled out. He would circle the number two. A third person might have no visual image at all, but simply hears the word and understands its meaning from the sound alone. He would circle number three. Finally, still another person might just for an instant feel a tensing of his arm muscles as if he were holding an object, or he might feel as if someone were holding him. In either case, he would circle number four."

"Let's try a few words as samples. Do not mark your sheet for these. First word: sink (pause)."

"Did you see a kitchen sink? A ship sinking in the water? A truck with its wheels sinking in the mud? If you had any such image, you would circle number one. Or did you see s-i-n-k spelled out in your mind's eye? If so, you would have circled number two. If you saw no visual image, then you would have circled number three. Or did you, just for a moment, have that sinking feeling in you stomach that you get on a descending elevator? If so, you would circle number four. See how it works?"

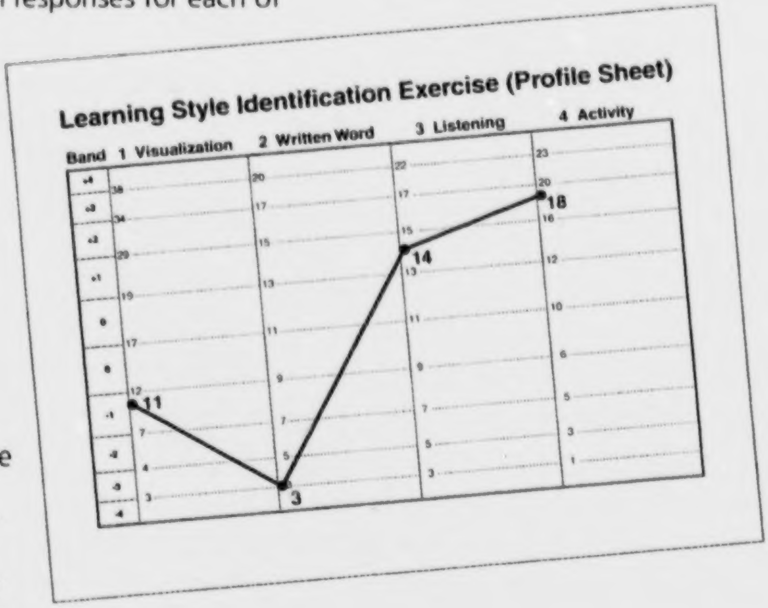
"Here's another example: meat. This word could either have been a noun—like a roast or hamburger—or a verb, as to be introduced to someone. No matter which meaning may have struck you first, if you had a mental image—for example, of a roast, or a cow, or two people shaking hands—you would have circled number one. If you saw either word spelled out—either m-e-a-t or m-e-e-t—then you would have circled number two. Again, whatever meaning you attached to the word, if you did not have a visual image, you would circle three. Or if you felt like chewing or shaking hands or anything like that, then you would have marked number four."

"One more word to practice, then we will begin the exercise: home. Did you see a house? Then you would circle number one. Did you see the word spelled out? Then circle number two. If you heard the word but didn't see or feel anything, then you would circle number three. Or, if the sound of the word perhaps just for an instant gave you a warm feeling, or you felt more secure for a moment, or if any feeling was aroused, you would mark number four."

Following the above introduction and a short discussion, explain that you will read each of the fifty words one at a time at ten-second intervals —

1. pool
2. tall
3. summer
4. long
5. house
6. guilty
7. chicken
8. strange
9. liar
10. beautiful
11. grass
12. hope
13. yellow
14. fear
15. five
16. God
17. read
18. foot
19. justice
20. baby
21. enemy
22. bag
23. shame
24. street
25. truth
26. story
27. happy
28. ground
29. hate
30. talk
31. ocean
32. good
33. paint
34. down
35. freedom
36. letter
37. think
38. love
39. running
40. ugly
41. law
42. angry
43. friend
44. paper
45. warm
46. above
47. kill
48. swim
49. hungry
50. bad

The learning style profile is provided by a chart on which the student can plot his raw scores. On the bottom of the answer sheet are four blanks where the student can tally his total responses for each of the four categories. On the profile sheet, he can place a dot under each heading at the appropriate spot according to the limits presented for each band. When the four dots on the chart are joined with straight lines, this yields a graph.



The basic assumption we make in interpreting these profiles is that the further the individual varies from the mean in any one of the four categories, the stronger or weaker will be that mode of learning for the individual, i.e., the more (or less) easily the individual is able to learn by using that approach. Scores at the extremes (either in the + - 3 or + - 4 band) may be considered indicative of a strongly dominant influence—positively or negatively—of the mode. A score falling in the +4 range, for example, tends to indicate that the person must in some way translate information received from other modes into that category before successful learning will occur, e.g., if a person has a +4 score in listening, he probably will sound words to himself as he reads (since this converts the words into a more readily "digestible" form), and when watching a film he will learn more from the dialogue than from the

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pictures themselves. Conversely, a -4 score in listening would indicate that when that individual attends a lecture, he would feel compelled to engage in some other activity in order to remember what was said e.g., taking copious notes, converting the words of the speaker into visual images, etc.

A guide to interpreting the score follows:

1. **Visualization.** This category indicates the relative importance to the learner of actually seeing objects and activities in order for him to learn.

2. **Written Word.** This category is distinguished from the first by noting whether a person will get more details from a certain incident by seeing the event occur (visualization) or by reading a description of the event (written word). Persons scoring very high in this category have a great dependence on the written word. Persons scoring very low in this category may read quite well, but they tend to translate written words into another category (visual images or sounds) rather than being able to get meaning from the words immediately.

3. **Sound-understanding (Listening).** This category indicates the degree to which the person is able to learn from hearing the spoken language without recourse to some other mode. Persons scoring very high in this category will find audio tapes an invaluable aid in learning. Those scoring very low will probably need to work to increase comprehension of the spoken language.

4. **Feeling (Activity).** This category represents how important some manner of physical activity is to the learning process. A person scoring above the median band in this category will find it a definite advantage to become physically active in some way in order to facilitate learning. Such activities can be as simple as taking notes, writing out exercises, or pacing the floor while memorizing. Persons scoring fairly high in this category are usually compulsive note-takers in class or at lectures (and even films), but they will seldom need to refer to their notes at a later time, because the activity of writing seems to impress the information on their memory.

The most critical factor in interpreting the profile, however, is to evaluate the scores on all four categories in relation to one another and not in isolation. Remembering that scores falling into the O or + - 1 range are very close to the norm, we may assume that the individual is able to operate effectively in categories where he has such scores, i.e., material presented in these modes will be neither excessively difficult nor automatically imprinted in his memory. Since the fourth category (activity) is primarily supplementary, a score in the +2 band or above requires that scores in the other bands be read approximately one band higher than they appear on the chart. For example, if a person has -1 in visualization, O in written word, -3 in listening, and +3 in activity, this would indicate that he could learn effectively either by seeing pictures or by reading, but it would be very important for him to be physically involved, perhaps by underlining passages in a book or taking notes, by drawing his own versions of pictures he sees, by participating in skits, etc. For remedial work in the listening area, it would be critical for him to repeat each line of dialogue which he hears on tape.

The purpose of this exercise is to provide practical help for the classroom teacher interested in providing more effective counseling for students. The basic pedagogical principle proposed here is that the student should have initial contact with new material by means of his/her most efficient learning style, and might anticipate that he/she would need remedial work in those areas in which he/she operates less efficiently. For instance, if the results show that the student has a fairly high dependence on the written word by is weak in listening, it would probably be more efficient to read new material before he/she listens to it on tape. To reverse this sequence is to compound the student's difficulties, i.e., to ask the student to learn new material — which itself has an element of difficulty — by use of a learning style which for the particular student is inefficient is to force the student to waste time. Use of the information from this exercise can also help clarify why two students may not be able to use the same approach with equally good results.

It should be noted here that there is no suggestion that because a student is weak in a certain mode, that mode should be ignored. Rather we are concerned only with the sequence in which the student's skills are developed. The fact that a student may be weak in learning through sounds does not excuse the need to learn to understand the spoken language. Each student is still expected to reach the goals of the program at the minimum acceptable level as defined by the program itself. But we may recognize that one student will need to listen to every tape five times in order to get his/her ear trained to understand the spoken language, whereas another might achieve the same level of performance with only one listening.

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Edmonds Learning Style Identification Exercise

Name________________________ Date____________ Class______________

Instructions: As each word is read, circle athe number indicating your response according to the following code —

1 Mental picture of some object or activity.
2 Mental picture of the word spelled out.
3 No mental picture, sound of word carries meaning.
4 Physical or emotional feeling about the word.

1. **1 2 3 4**
2. **1 2 3 4**
3. **1 2 3 4**
4. **1 2 3 4**
5. **1 2 3 4**
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46. **1 2 3 4**
47. **1 2 3 4**
48. **1 2 3 4**
49. **1 2 3 4**
50. **1 2 3 4**

Total Responses: **1** __________ **2** __________ **3** __________ **4** __________

Edmonds Learning Style Identification Exercise Profile Sheet

Band	1 Visualization	2 Written Word	3 Listening	4 Activity
+4				
	38	20	22	23
+3				
	34	17	17	20
+2				
	29	15	15	16
+1				
	19	13	13	12
0				
	17	11	11	10
0				
	12	9	9	6
-1				
	7	7	7	5
-2				
	4	5	5	3
-3				
	3	3	3	1
-4				

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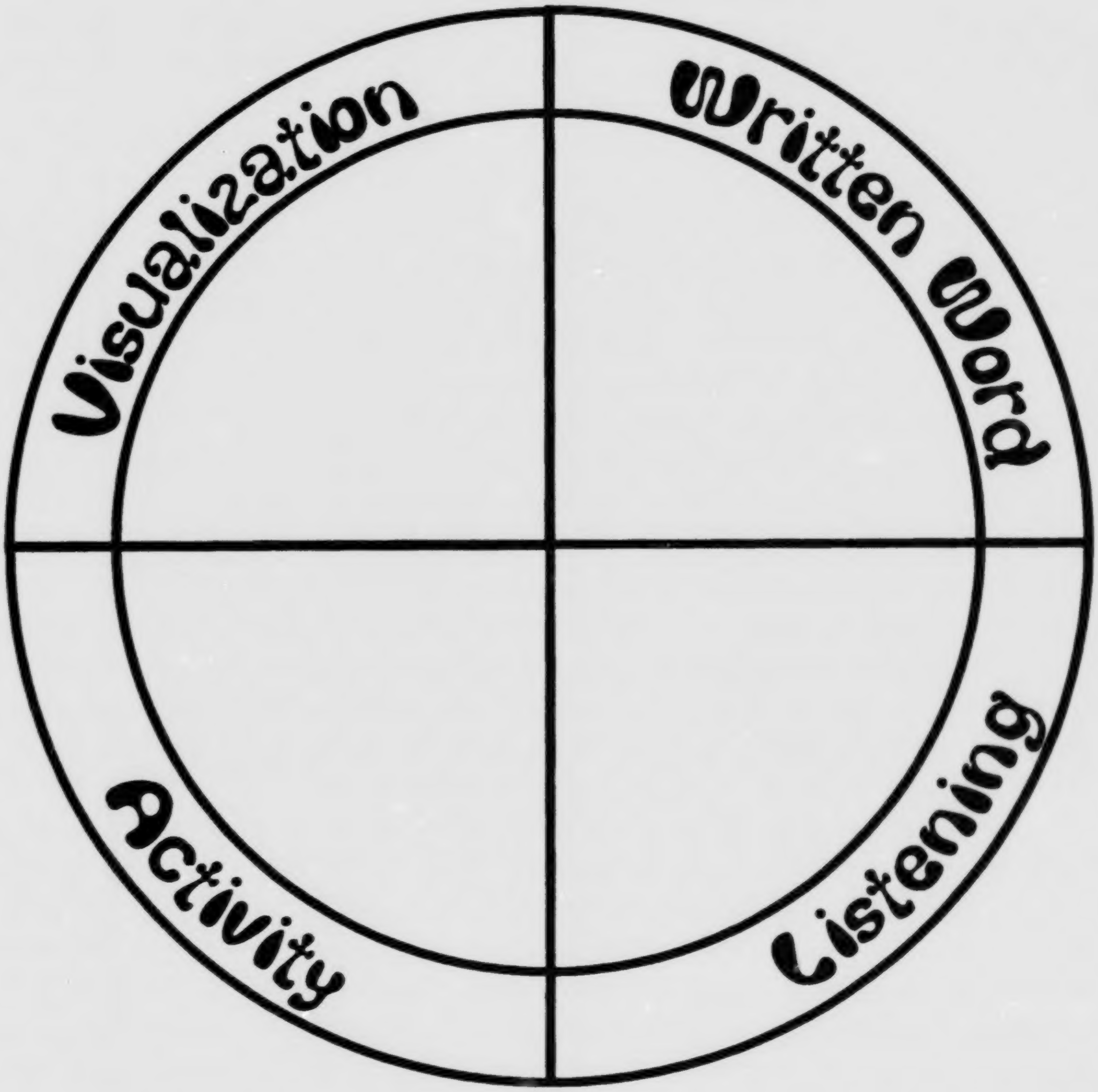
My Learning Style Wheel

Complete the wheel by thinking of one strategy you can use to learn to do something brand new using visualization, written work, listening, and activity. Write your answers in the center of the wheel.


Visualization
Written Word
Activity
Listening

Strengths/Interests: The Way I Will Apply This

Strengths/Interests	The Way I Will Apply This

LESSON SIX

BRYAN'S LEARNING STYLE

Student Outcome

The student will apply learning styles knowledge.

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Completed Handouts 5.2: "Edmonds Learning Style Identification Exercise Profile Sheet" from Lesson Five
- Completed Handout 5.3: "My Learning Style Wheel" from Lesson Five
- Completed Handout 5.4: "Strengths/Interests: The Way I Will Apply This" from Lesson Five
- Handout 6.1: "Case Study of Bryan"

Before You Begin

- Make copies of Handout 6.1: "Case Study of Bryan" for each student.
- Have students collect all the handouts listed that they have completed during previous lessons.

Directions

1. Review with students their scores on the learning style inventory and what that means about the way they learn and how they can apply that information.
2. Pass out the Handout 6.1: "The Case Study of Bryan."
3. Break the group up into smaller groups of two or three.
4. Have students read and complete the case study in their small groups.

Discussion

1. What do you see as Bryan's learning strengths?
2. What do you see as his biggest learning challenges?
3. What is Bryan's predominant learning style?

4. What kind of postsecondary advice would you give Bryan?
5. How does this exercise relate to your understanding of your transition process from high school to postsecondary school?

Closure

Journal — Ask students to write in their journal about what they have learned about their learning style and that of others in the group. Why is this important information to know?

Case Study of Bryan

Bryan is a junior in a small public high school in Montana close to his reservation. He is an American Indian whose mother is of the Blackfoot Nation and whose father is a rancher. Bryan has not always had the best attendance record in school. However, because he loves to read, he has done fairly well at keeping up with his studies and has maintained a 3.0 GPA in high school. Bryan's counselor has begun to talk to him about his plans for after high school. In looking at Bryan's history, the counselor noticed that Bryan has done especially well at courses where he is an active learner, like industrial arts, horticulture, and physical education. Bryan has also been on the football team since ninth grade and will be a captain on the team next year. Bryan tells the counselor that he loves to read and when he's learning something new he prefers to read about it on his own and then do it.

As Bryan's counselor:

1. What do you see as his learning strengths?

2. What do you see as his biggest learning challenges?

3. What is Bryan's predominant learning style?

4. What kind of postsecondary advice would you give him?

UNIT 6: RESPONDING TO CHANGE

RESPONDING TO CHANGE DISCLAIMER

An integral component of *The Discovery* theme is the exploration of the ability of students to respond to change. This unit addresses various challenges that confront students in their transition process. Activities are provided to address risk factors and stressors in their lives. The various risk factors that affect the student's decision-making are part of their discovery process.

In this curriculum, risk factors refer to drugs, alcohol, unprotected sex, smoking, gang involvement, and other behaviors that directly put students at risk. How a student chooses to address their personal risk factors is part of their discovery. The way in which students deal with the inevitable risks in their lives is, in part, based upon their social supports network, ability to respond to change, learning style, and personal expectations.

In *Unit 6: Responding to Change* the assumption is made that students have already been exposed to alcohol, drug, smoking, sex, and gang involvement education in their school or community settings. Therefore the authors of this curriculum do not address basic education in these areas. If, however, your group has not had this instruction, it is imperative that you contact the high school counselor, chemical dependency counselor, or other appropriate trained counseling staff to deliver this instruction prior to the introduction of this unit.

The purpose of *Unit 6: Responding to Change* unit is to take the information students have been given about the key risk factors in their lives and discuss strategies for managing situations that can cause or create risks to their overall transition process.

LESSON ONE

IMPORTANCE OF INDIAN HUMOR

Student Outcome

The student will be able to recognize the importance of Indian humor in everyday interactions.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Nanaboozhoo Trickster Story"
- Paper
- Writing utensils

Before You Begin

- Many old Native stories including trickster stories were meant to be humorous but they almost always taught a lesson or explained why something is the way it is. The majority of Native American cultures have a trickster character that violates all norms within the culture. These stories that involve the trickster character were told specifically to children as a way to teach cultural lessons in a light and fun manner.
- It is important to note that this story, because it involves the origin story of animals, may not be culturally appropriate to share at any time besides the winter season.
- Additional suggestions —
    - It is important to relate this lesson to how humor is used in your community. Consider how humor may be different in your community. It may be helpful to bring a guest speaker from your community into your classroom during this lesson to help explain how humor is used differently. The story provided is only one example of a story that you can use when presenting this lesson. Consider different stories from your community that you or your guest speaker have heard that would better explain this lesson.

Directions

1. Have students get into small groups of about three to four students.
2. Give Handout 1.1: "Nanaboozhoo Trickster Story" to each student and have them read it individually.
3. Have each small group discuss the story for about a five minute period.
4. After the students have discussed the story in their small groups, have the whole class come back together into one large group to discuss the importance of the story and its relevance to humor today.

Discussion

1. What is the point of this particular trickster story? Discuss with students that these stories were meant to teach a lesson or explain the origin of something in a humorous way.
2. Do jokes or humorous stories today still teach lessons or explain why something is the way it is?
3. How have you used humor recently to help better a tough situation that you were in?
4. How do you feel that humor can help remedy a situation that might otherwise be difficult to deal with?

Closure

Journal/Community Circle — Ask students to reflect on how the activity relates to their transition from high school to college.

Nanaboozhoo, The Trickster

(The Duped Dancers)

An excerpt of a traditional oral story from the Menomini Nation

This story is written down exactly the way that it was told. Although the story may seem grammatically incorrect, it is important to keep these stories original, as they were told. The story was told this way....

While Nanaboozhoo was once walking along the lake shore, tired and hungry, he observed a long, narrow sandbar, which extended far out into the water, around which were myriads of waterfowl, so Nanaboozhoo decided to have a feast. He had with him only his medicine bag, so he entered the brush and hung it upon a tree, now called "Nanaboozhoo tree," and procured a quantity of bark, which he rolled into a bundle and placing it upon his back, returned to the shore, where he pretended to pass slowly by in sight of the birds. Some of the swans and ducks, however, recognizing Nanaboozhoo and becoming frightened, moved away from the shore.

One of the swans called out, "Ho! Nanaboozhoo, where are you going?" To this Nanaboozhoo replied, "I am going to have a song. As you may see, I have all my songs with me." Nanaboozhoo then called out to the birds, "Come to me, my brothers, and let us sing and dance." The birds assented and returned to the shore, then all retreated a short distance away from the lake to an open space where they might dance. Nanaboozhoo removed the bundle of bark from his back and placed it on the ground, got out his singing-sticks, and said to the birds, "Now, all of you dance around me as I drum; sing as loudly as you can, and keep your eyes closed. The first one to open his eyes will forever have them red and sore."

Nanaboozhoo began to beat time upon his bundle of bark, while the birds, with eyes closed, circled around him singing as loudly as they could. Keeping time with one hand, Nanaboozhoo suddenly grasped the neck of a Swan, which he broke; but before he had killed the bird, it screamed out, where upon Nanaboozhoo said, "That's right brothers, sing as loudly as you can." Soon another Swan fell a victim; then a Goose, and so on until the number of birds was greatly reduced. Then the "Hell diver," opening his eyes to see why there was less singing than at first, and beholding Nanaboozhoo and the heap of victims, cried out, "Nanaboozhoo is killing us! Nanaboozhoo is killing us!" and immediately ran to the water, followed by the remainder of the birds.

As the "Hell diver" was a poor runner, Nanaboozhoo soon overtook him, and said, "I won't kill you, but you shall always have red eyes and be the laughing stock of all the birds." With this he gave the bird a kick, sending him far out into the lake and knocking off his tail, so that the "Hell diver" is red-eyed and tailless to this day.

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LESSON TWO BLINDFOLDED OBSTACLE COURSE

Student Outcome

Student will compare different levels of support related to peer pressure.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Large room
- Variety of objects (objects in room or property of students can be used)

Before You Begin

- Gather necessary materials for activity.

Directions

1. Ask for a volunteer. The volunteer is asked to step out of the room while directions are given to the rest of the students. Provide supervision as needed.
2. Place objects around the room, including books, binders, chairs, trash cans, etc. Students in the room are instructed to call out words of encouragement to the student being guided from one end of the room to the other.
3. Give instructions to the volunteer in the hallway. The student is instructed to keep their eyes closed and follow the directions given by the facilitator to get from one end of the room to the other.
4. Have the volunteer and the facilitator complete obstacle course with students in the room following the directive given to them.
5. Repeat steps 2-5 with the following changes to **step 2 (What the students in the room do)** each time —
   - Call out words of discouragement
   - Remain silent
   - Call out different directions than what the facilitator is giving

6. Rearrange obstacles for each different volunteer with variations in difficulty.
7. Discuss with students how the activity relates to positive and negative peer pressure particularly for taking risks and overcoming obstacles.

Discussion

1. What were the different experiences of volunteers completing the obstacle course? Levels of support, difficulty of course, directions given, etc?
2. When thinking about taking risks or being presented with obstacles, how do the students' peer groups respond to each other?
3. How does this connect with the idea of social supports discussed in earlier lessons?

Closure

Journal/Community Circle — Ask students to share how they deal with peer pressure in their lives.

LESSON THREE HOW DO YOU HANDLE STRESS?

Student Outcome

Student will identify the affects of stress and monitor stress in their lives.

Portfolio Placement

NA

Time Frame

30-40 minutes

Size of Group

Large or small group

Materials Needed

- Handout 3.1: "Handling Stress: Moderation in All Things"
- Handout 3.2: "Self Stress Check"
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Give each student a copy of Handout 3.1: "Handling Stress: Moderation in All Things."
2. Discuss the body's response to stress, what types of behaviors happen when individuals are under stress, and the coping strategies for stress.
3. Ask students to discuss and give examples for the behaviors that happen when people are under stress.
4. Ask students how those behavioral reactions may conflict (or not) with Native values.
5. Ask students to share a stressful situation they have had in the past week and how they (or a family member) handled it. Ask them to remember how their bodies felt inside when they were in the stressful situation.
6. Discuss with students how being in stressful situations for a long period of time can cause health problems.
7. Give each student a copy of Handout 3.2: "Self Stress Check."

8. Ask students to check each of the situations they feel explain their behavior.
9. Have students add up their checks. Explain to students that this is a list of healthy reactions and adaptations to stress. Therefore, the more items they have checked, the more in balance they may be in handling their stress.
10. Explain to students that we all need people to turn to for guidance when we are under stress. Those people give us a new view to understand and deal with our stress. Emphasize that it is a sign of maturity and wisdom to seek guidance when under stress.

Discussion

1. How "healthy" do you feel your reactions are to stressful situations?
2. Whom do you feel you can turn to when you are in a stressful situation?
3. How does your community teach you to handle stress? Your family? Role models?
4. How does handling stress keep you in balance? Emotionally? Physically? Mentally? Spiritually?

Closure

Journal/Community Circle — Ask students to share their favorite method of managing stress.

Handling Stress:

Moderation in All Things

Stress is in your life all the time.

Stress is important to you.

Stress adds life, flavor and challenge, and opportunity to your life.

The challenge in life is to make stress work **for** you and not **against** you.

Your body can respond to stress in three ways –

1. Alarm: The heart races; our breathing rate increases; your digestion stops; and you perspire.
2. Resistance: The body works at repairing what happened in the alarm stage.
3. Exhaustion: If you are in the resistance stage too long, you may develop disease or illness related to the stress (i.e.: migrane headaches; heart irregularities)

What can stress cause?

- Built up resentments that eventually explode.
- Taking out resentments on an innocent person who is not part of the conflict.
- Gossiping and back-biting.
- Creating a negative environment for others around you.
- Developing illnesses related to the stress.
- Developing feelings of powerlessness.
- Developing rigid habits.
- Using poor time management skills.
- Feeling bored or having no sense of challenge.
- Having few or no friends.
- Feeling overwhelmed with tasks like homework or work.
- Changes in your family.

You can better cope with stress in several ways –

- Regular physical exercise (do the physical activity you like to do).
- Regular periods of relaxation (including getting enough sleep).
- Good eating habits (including avoiding self-medicating, caffeine, alcohol and smoking).
- Talk with someone in your support circle about your worries and concerns.

Self Stress Check

Check the following conditions that you feel describe you.

☐ I eat well-balanced meals every day.

☐ I exercise everyday.

☐ I begin the day with prayer or meditation.

☐ I set realistic goals for myself.

☐ I organize myself well.

☐ I group tasks/errands together.

☐ I start the day with breakfast.

☐ I give myself plenty of time to get ready for school or work in the morning.

☐ I manage responsibility in my life (work, school, family).

☐ I finish my homework on time.

☐ I like the challenges I have at school or work.

☐ I have time to have fun with friends.

☐ I know how to avoid unhealthy situations in my life.

☐ I like to try new activities (like golf, bowling, dancing, swimming).

☐ I know healthy ways to relax.

☐ I like to do creative activities to relax (like bead work, basket making)

Total number of checks: ________

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LESSON FOUR STRESS BALLS

Student Outcome

Student will experience types of stress in one's life.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group (If group is more than 10, split into two smaller groups.)

Materials Needed

- Space large enough for students to stand in a circle
- Several balls of multiple sizes (about 9 balls total): beach ball size, basket ball size, and tennis ball size.

Directions

1. Tell students you are going to play a game with them.
2. Ask them to stand and form a large circle.
3. Tell the students you are going to play catch with a tennis ball.
4. Start by tossing the tennis ball to the person across from you in the circle. That person should then toss the ball (gently) to another in the circle. Keep that ball continually going from one to another—tossing the ball across the circle as much as possible to another. Tell students to remember who they threw the ball to and who threw the ball to them so that a pattern can be developed.
5. Tell students that you are going to add another tennis ball and they are to simultaneously keep both balls in the air. Tell students to keep the pattern established with the first tennis ball.
6. Start the second ball, adding a larger (basketball sized) ball to the game—all balls continually being tossed.
7. Add a beach ball to the mix of balls, keeping all balls in the air and maintaining the tossing pattern.
8. Throw other balls across the circle so that there are so many balls in the air that no one can keep any of the balls going.

9. Stop the game and ask the students to sit down.

Discussion

1. How was this was an exercise in dealing with stress?
2. What did it feel like when you had one small ball to toss—or just one problem? Two small balls?
3. What began to happen as you had more and more balls in the air?
4. Have you ever felt the way you did with all those balls going every which way? When? Have students describe times for them when they felt that stressed.
5. How do you handle stress when you feel there are "too many balls in the air" in your life? What can you do to "slow down the balls?"
6. How does this activity fit with your transition from high school?

Closure

Journal/Community Circle — Ask students to reflect on how they manage stress in their lives.

LESSON FIVE

HOW DO YOU COPE?

Student Outcome

Student will identify varying coping strategies for anger management.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 5.1: "Coping with Anger"

Before You Begin

- Make copies of the handout for students.

Directions

1. Pass out Handout 5.1: "Coping with Anger." Discuss the various coping methods listed. Explain to students that the methods listed are unhealthy ways of managing anger.
2. Ask students to reflect on their personal coping strategies for anger.
3. Brainstorm positive ways for managing anger.

Discussion

1. Why do you think people react differently when they are angry?
2. Why do you think it may be difficult for some people to manage their anger?
3. What positive ways do you manage your anger? Where did you learn the strategies?

Closure

Journal/Community Circle — Ask students to share how support circles help people manage their anger.

Coping with Anger

Methods of Coping	What It Looks Like
Withdrawal	➡ Go to sleep when things get bad ➡ Forget important facts ➡ Don't plan ahead ➡ Avoid challenges ➡ Forget about difficult things
Internalizing	➡ Never like to express feelings ➡ Keep in frustrations ➡ Try not to argue even if wanting to ➡ Prepare self for pressure and pain
Outbursts	➡ Blame others for own problems ➡ Blow up ➡ Irritable ➡ Know when feeling angry
Control	➡ Don't recognize own achievements ➡ Feel impatient ➡ Worry about things ➡ Rushed on most things

LESSON SIX POSITIVE APPROACH TO ANGER

Student Outcome

Student will identify conflict resolution strategies.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group (Ideal to have even number of students)

Materials Needed

- Handout 6.1: "A Positive Approach to Anger — Conflict Resolution"
- Handout 6.2: "Planning the Powwow"
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Give students copies of Handout 6.1: "A Positive Approach to Anger—Conflict Resolution: Juanita and Bear and the Powwow."
2. Ask someone to read the situation (first paragraph) between Juanita and Bear.
3. Discuss the concepts on the rest of the handout including: conflict; conflict resolution; "I" statements; reflective listening; art of negotiation; compromise; doing it (implementation); and reevaluate.
4. Ask students to share situations where they have used this strategy or could use this strategy. Brainstorm ideas.
5. Give students a copy of Handout 6.2: "Planning the Powwow."
6. Split the group into pairs.
7. Explain that in each pair, one person is to play the role of Juanita and one the role of Bear.

8. Have students complete the handout coming up with ways to resolve the problem between Juanita and Bear. Tell students that the handout will guide them through the process so to read and follow it carefully.

Discussion

1. What "I" statements did you come up with for Juanita and for Bear? Ask students to share their reflective listening feelings for Juanita and Bear.
2. What ideas did you come up with for negotiating a solution? Which one/s did you decide to implement?
3. How did it feel to use this process and to use "I" statements?
4. How is this a strategy you can use in your daily life to solve problems? Ask students for examples or share examples you have noticed in the interactions with the students when they could have used this approach.

Closure

Journal/Community Circle — How does this activity relate to your transition from high school?

A Positive Approach to Anger: Conflict Resolution

Juanita and Bear and the Powwow

Juanita and Bear are seniors at the Ojibwe School and are co-chairing the committee to organize the year-end powwow at their school. Both students have been involved in many powwows. They both have a lot of emotion tied up in this event because it will be their last powwow at their high school before they graduate and go off to college. Juanita is an experienced jingle dress dancer and Bear is a drummer. They both have very strong and different ideas about how they want the powwow to be organized. Every time they meet to talk about the planning there is a conflict between them. They end up not planning, only arguing and getting angry at each other.

Conflict	The conflict in this situation is that the two individuals have different viewpoints, ideas, interests, and needs. They need to resolve the conflict so they can move ahead with the planning. Conflict resolution means working together to develop solutions that both people can agree upon.
"I" Statements	Before Juanita and Bear can move on and resolve the conflict, they need to understand what the problem is. The best way to resolve a conflict is to communicate and talk about your feelings. To talk about your feelings you use "I" statements to express how you feel. When you use "I" statements you are not accusing the other person of any wrong doing, you are only expressing how you feel in the situation. This allows the other person to understand where you are coming from, and not be defensive or angry.
Reflective Listening	When people resolve conflict using "I" statements, there is another very important skill both people have to use: reflective listening. Reflective listening means listening to the other person carefully while they are expressing their feelings. It means listening hard to the speaker without a predetermined idea — being open to their feelings and ideas.

Negotiation Another important skill in conflict resolution is the art of negotiation. After people listen closely to each other and reflect on what they have heard, they must move to this step of negotiating. This is the step where both people come up with solutions to the problem based on what they have heard from each other. They need to compromise to arrive at a solution that both can agree upon.

Do It! The next step after finding a solution both people can agree on is to put that idea to work. Is it a workable plan? Does the solution work? If the answer is "YES", great — keep going with that plan. If the answer is "NO", then it is time to reevaluate and come up with another solution.

These simple steps work! They can get Juanita and Bear back on track and they can work for you when you are in a conflict situation. Try it out. Help Juanita and Bear figure out how to plan their powwow.

Planning the Powwow

You will need a partner for this activity. It is your turn to be Juanita and Bear in this situation.

Pretend one of you is Juanita. Using "I" statements define the problem as you (Juanita) see it —

I feel ______________________________

When ______________________________

Because ______________________________

I want ______________________________

Pretend the other is Bear. Using "I" statements define the problem from Bear's point of view —

I feel ______________________________

When ______________________________

Because ______________________________

I want ______________________________

Now it's time for reflective listening. What feelings were heard from each of you? Talk about it and write those feelings here —

Feelings from Juanita	Feelings from Bear
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Now it is time for Juanita and Bear to negotiate. Based on the "I" statements and the reflection of those feelings, list all the solutions you can including those you think are not possible or could not work.

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____

____

Now it's time to select a possible solution or way to handle this problem that will be acceptable to both Juanita and Bear. Go back to your list of options. Cross out the choices that are not acceptable to either Juanita or Bear. What solutions do you have left? From those that are left, choose the most acceptable solution for the two of you and write it below.

____

____

____

____

____

____

Now, you are done with this sample exercise. BUT, in a real situation, you would come back to this solution at a later time and ask each other if the solutions are working okay for each other. This is the evaluation piece of the process. If not, then it is time to renegotiate and come up with a new or revised plan. Since this is a role-play situation, you cannot really do these last steps, but remember them for the future in a real situation.

LESSON SEVEN WHEN YOU WERE ANGRY.....

Student Outcome

Student will reevaluate conflict situation using positive approach (conflict resolution).

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 7.1: "When You Were Angry..."

Before You Begin

- Make copies of the handout for students.

Directions

1. Review the components of positive approaches to anger presented in Lesson Six.
2. Pass out Handout 7.1: "When You Were Angry..."
3. Explain to students that they need to think of a particular situation that has made them angry in the past. Encourage students to use a situation where they felt they may not have resolved the situation or left still feeling angry. Remind students to consider the emotional and physical reactions they had to the conflict. Record their answers on Handout 7.1: "When You Were Angry....."
4. Ask students to now consider how they would redo the situation if given the opportunity. Record their answers on Handout 7.1: "When You Were Angry..."
5. Have students share their situations with the person next to them. Have their peer make further suggestions for the situation.

Discussion

1. How would you use positive approaches to conflict in your past situation? How would you use it in the future?
2. What elements of the past conflict could still be changed today? What parts could not be changed? Why?
3. What do you see as the benefits of using a positive approach to conflict?
4. How would your community benefit from using a positive approach to conflict? Your family?

Closure

Journal/Community Circle — How would you explain conflict resolution to friends/family?

When You Were Angry...

Describe a situation that made you angry.

____

____

How did you feel at the time?

____

____

What actions did you take when you were angry?

____

____

How do you feel now about the situation?

____

____

What would you do if you could redo the situation?

____

____

LESSON EIGHT DEALING WITH GRIEF

Student Outcome

The student will use healthy strategies to address the grief process.

Portfolio Placement

NA

Time Frame

90 minutes

Size of Group

Large or small group

Materials Needed

- Handout 8.1: "What is Grief?"
- Handout 8.2: "Taking Care of Yourself"
- Handout 8.3: "Relaxation Strategies"
- Handout 8.4: "Try to Imagine"
- Writing utensils
- Overhead projector
- Clean transparencies
- Transparency pens

Before you Begin

- It is important to emphasize with students in this lesson that all reactions are normal responses to grief. Include in your discussion that everyone grieves differently, but there are also similarities to the experience, and it is okay to take as much time as needed for the individual to grieve. If you, as the trainer, do not feel equipped or knowledgeable to handle this topic, it is suggested that you invite someone from the community to address this issue. This could be a spiritual advisor, an elder, a grief counselor, a high school counselor, relaxation therapist, or others.
- Make copies of all handouts for the students.

Directions

1. Give students a copy of Handout 8.1: "What is Grief?"
2. Have students read the handout silently to themselves.
3. Ask students for some key points they learned about grief.
4. List those points on a clean transparency on the overhead projector.
5. Now pass out a copy to each student of Handout 8.2: "Taking Care of Yourself."
6. Ask students to check the steps they think they would easily follow for themselves.
7. Now pass out Handout 8.3: "Relaxation Strategies."
8. Do a relaxation exercise from the handout with the students.
9. Read one of the scenarios to the students from the list below. Ask students how they would react. Discuss these reactions with the students. How do you react? How would you feel? What do you do next? When would the pain go away?

   Scenarios —

   - Your mother was killed in a car accident.
   - Your brother was killed during a fight.
   - Your younger sister recently died from a long-term illness.
   - You go home from school to find your dad has committed suicide by hanging himself from a tree in the yard.
10. Give students Handout 8.4: "Try to Imagine." Have students complete the handout.

Discussion

1. What are some questions you have about grief?
2. What makes it difficult to talk about death?
3. What are some feelings associated with grief?
4. How have you dealt with grief in the past?
5. Which steps have been the hardest for you to follow when you have had times of grieving in the past?
6. How did the relaxation activity make you feel? How do you think relaxation strategies could help you in a time of grieving?
7. How does learning to deal with grief relate to your preparation for the transition from high school to post high experiences?

Closure

Journal — Write in your journal about an experience you have had in your lifetime dealing with grief and how you dealt with your feelings.

Additional Resources

Worden, J.W. (1991). *Grief counseling and grief therapy (2nd ed.)*. New York: Springer Publishing Company.

Hospice Foundation of America. *Living with grief after sudden loss: suicide, homicide, accident, heart attack, stroke.*

WHAT IS GRIEF?

Grief is different for everyone, yet there are similarities in the experience. These similarities can be shared with others to help them through the grief experience. Grieving is the time a person takes to adjust to life without the deceased person and the change this brings to your life.

The support circle of caring adults in your life can help you get through the grief period. It is normal and all right to be sad and to feel many different feelings during this time. Adults can demonstrate appropriate ways of expressing feelings without hurting themselves or others. Talking about the hurt and feeling is helpful to teens. Along with adult support, you have peer support groups that can be a great source of support for you. In a peer support setting, you are encouraged to share your story and talk about the change that has occurred and will continue to occur as a result of the death.

Some signs to watch for that may mean more help is needed are:

Sleeping too much or too little.

Failing grades in school.

Withdrawing from family and friends.

Becoming involved in risk taking behaviors (drugs, alcohol, fighting, sexual activity).

Changing eating habits resulting in a significant weight gain or loss.

Continuing feelings of guilt and anger, and the inability to experience happiness.

We all have different reactions to the loss of someone close. Some feelings could be anger, sadness, relief, and fear of what will happen next. Normal grief includes a large range of common feelings and behaviors. All the feelings you have are all right during grief and it is important to recognize these feelings as normal. Feelings are not right or wrong and it is normal for people to have different feelings about the same event. The person who is experiencing grief needs to feel the experience and take time to work through the feelings.

Taking Care of Yourself

1. **Eat properly.** Be aware of over eating to fill the empty feelings or loss of appetite and remember to eat from each of the food groups each day. Keep healthy snacks on hand.
2. **Exercise.** Regular exercise helps your body feel better and more alert.
3. **Drink water.** Water helps prevent dehydration.
4. **Find someone to talk to who will listen confidentially and not be judgmental.** List three people you could talk to about problems including people in your support circle that can emotionally uplift you.
5. **Ask for what you need.** If you are having trouble concentrating in school, you may need to tell your teachers; do not assume others know what you are feeling. Learn to say no; realize your limits. Do not let feelings bottle up inside; learn to vent feelings appropriately. Do not get caught in escapes such as alcohol, drugs, eating binges, or sleeping binges. This does not solve problems and can make things worse.
6. **Relax.** Take time to practice relaxation techniques.
7. **Cry.** Tears help relieve stress. Tears are natural.
8. **Laugh.** It is healthy and helps relieve tension. Just because you laugh does not mean you are not grieving or missing your loved one.
9. **Accept your emotions and let yourself feel the pain.** Emotions are apart of grief and the pain is a part of the healing process. Death ends a life, but not a relationship. Memories go on and your loved one will be with you by remembering.
10. **Take time to reflect and listen to your spiritual needs.** You may grieve different than others around you. Allow yourself to grieve in your own way.
11. **Find a place for peace and quiet.** Allow yourself to accept expressions of caring from others.
12. **Take one day at a time.**

RELaxation Strategies

Grief can be physically and emotionally exhausting. Rest and relaxation is important to maintain strength and energy. Relaxation exercises such as the following can help relieve some of the tension. Find a technique that works best for you. Get comfortable and practice the technique(s) that you prefer.

Deep Breathing

1. Relax your stomach.
2. Slowly breathe in through your nose to the count of four.
3. Hold to the count of seven.
4. Exhale slowly through mouth to the count of eight.
5. Repeat four times.

Meditation

1. With your eyes closed, focus on breathing, a calming thought, work, or object.
2. Repeat a word or sound over and over or play soothing music.

Emergency Action Plan to Manage Stress

Do a relaxation technique.

Take a quick walk/exercise.

Take a break, and stretch.

Vent with someone.

Visualization

1. Sit in a comfortable position.
2. Picture yourself in a pleasant peaceful scene.
3. Focus on the scene for a set time and slowly return to reality.

Muscle Relaxation

1. Clench fists and relax one at a time.
2. Facial muscles: wrinkle forehead, squint eyes, wrinkle nose, clench jaw, press tongue to roof of mouth, press lips together.
3. Press chin into chest.
4. Chest, shoulders, upper back, and abdomen. Take deep breath, hold it, and pull shoulder blades back and together, while pulling in stomach.
5. Stretch both legs, feel the tension, and relax.
6. Lower legs: tighten both calf muscles by pointing towards head. Note the tension and relax.

Try To Imagine

Read the following statements. Think of a time when you were grieving over the loss of someone. Mark true or false for each statement.

True	False	
____	____	Crying is OK.
____	____	Anger is OK.
____	____	People who are angry with the Creator are punished.
____	____	Grief is painful.
____	____	I fear dying the same way a loved one has died.
____	____	I sometimes felt disappointed by the person who died.
____	____	I wish I would have said or done something before they died.
____	____	All losses are grieved the same.
____	____	Grief lasts a short time.
____	____	All cultures grieve the same.
____	____	Grief is a private experience.

Next, think about your reactions to grief. In the column on the left, check if you have experienced this reaction. Then in the columns to the right, check if it was okay or not okay to experience.

I Have Experienced		OK to Experience	Not OK to Experience
	A feeling of restlessness		
	Lack of energy		
	Relief after a death		
	Loneliness		
	Anger at the Creator		
	Fear of changes that will take place		
	Difficulty concentrating on tasks		
	Anger at the person that died		
	Fear of dying the same way		
	Guilt		
	Regrets		
	Loss of appetite		
	A sense of presence of the deceased		
	Treasuring objects of the deceased		
	Thoughts of suicide to escape the pain		
	Inability to experience happiness		

LESSON NINE DECISION-MAKING SKILLS

Student Outcome

Student will identify the steps for decision-making.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 9.1: "Decision-Making Skills"
- Handout 9.2: "Formulate Your Decision-Making Power"
- Handout 9.3: "Sample for Formulating Your Decision-Making Power"
- Handout 9.4: "Formulating Your Decision"
- Overhead projector
- Overhead transparency pens
- Overhead transparency of Handout 9.1: "Decision Making Skills"

Before You Begin

- Make copies of handouts for students.
- Make overhead transparency.

Directions

1. Introduce the concept of decision-making skills by making an overhead transparency and giving students copies of Handout 9.1: "Decision Making Skills."
2. Explain to students that decision-making skills are an essential part of the discussion about responding to change. Each time a student comes up with a difficult situation, they must make a decision about that situation. Based on the decision they make, they may or may not be putting themselves at risk.
3. Tell students that good decision-making is a skill that takes practice, just like dancing in a powwow, competing in sports, or playing the drum. Like those other skills, there are steps to follow that can make decision-making easier.

The better they become at making healthy decisions, the less likely they will be putting themselves at risk.

4. Give each student a copy of Handout 9.2: "Formulate Your Decision-Making Power." Go through the steps with students, explaining and giving examples as you go through the steps.
5. Give students a copy of Handout 9.3: "Sample for Formulating Your Decision-Making Power" and go through the steps of this decision. Discuss it with students. Would they add or subtract to the decisions this high school girl made in her decision-making process? Why or why not?
6. Give students a copy of Handout 9.4: "Formulating Your Decision." Have students select a problem they are dealing with right now and go through the steps on the handout to work through to a solution.

Discussion

1. What does good decision-making have to do with dealing with responding to change in your life?
2. When you are faced with decisions, do you feel responsible for making those decisions or do you expect others to make them for you?
3. What part do you think good decision-making has in being a leader?
4. How were/are the leaders of your community good decision-makers?
5. What part does good decision-making play in your personal transition process?

Closure

Journal/Community Circle — What is the most difficult part for you in making an important decision?

Decision-Making Skills

Leaders put the people first. Leaders in our community are those who know how to make good decisions using patience and careful thought.

Formulate Your Decision-Making Power

1. **Define the Problem**
    - Figure out exactly what the problem is.
    - Set goals or steps to address the problem.
2. **Reevaluate the Situation**
    - Consider the options you have to solve the problem.
    - Don't rush into making a decision. Maybe you should think on it for a while.
3. **Gather Information**
    - Use the time you have to get information to help make your decision.
    - Ask those you trust (elders, family members, community members, support) for advice, prayers, and guidance.
    - Use lots of resources (library, Internet, etc.)
4. **Think of Alternatives**
    - Brainstorm for a wide variety of solutions.
    - Get all your ideas out before you decide what to do.
    - Write down all your ideas.
5. **Try Out Your Alternatives**
    - Imagine the consequences of each of the alternatives.
    - Be realistic. Ask yourself, "Can these plans be carried out?"
    - You might need to combine more than one of your ideas to solve the problem.
    - Be creative.
6. **Put Your Decision to Work**
    - Make the decision and do it!
    - Tell others involved what you have decided to do.
    - Ask for feedback.
    - Readjust the decision over time if you need to.

Sample for Formulating Your Decision-Making Power

1. Define the Problem

- Figure out exactly what the problem is.

  ~ The problem is that my boyfriend wants to have sex.

- Set goals or steps to attack the problem:

  ~ I want to say, "I don't want to have sex."

  ~ I want to say "School comes before sex for me."

  ~ I want to say "I don't want to get pregnant in high school."

  ~ I want to keep going out with him.

2. Reevaluate the Situation

- Consider the options you have to solve the problem.

  ~ We can still go on dates.

  ~ We can break up and I can date some one else.

  ~ I can give in and have sex with him.

  ~ We can just be friends.

- Don't rush into making a decision. Maybe you should think on it for a while.

  ~ Can you wait or do you need to act now on a decision?

  ___ I can wait.

  X I need to act now.

3. Gather Information

- Use the time you have to get background information to help make your decision.
- Ask those you trust (elders, family members, community members, support) for advice, prayers, and guidance.

  ~ I will talk to my older sister, my grandmother, and my Indian advocate at school.

- Use lots of resources (library, Internet, etc.)

  ~ I might read about teenage pregnancy and STD's on the Internet.

④ Think of Alternatives

- Brainstorm for a wide variety of solutions.
- Get all your ideas before you decide what to do.
- Write down all your ideas.

~ *My ideas for solutions from brainstorming:*

Solution 1: I'm going to tell him I don't want sex now.

Solution 2: I'll make plans to do things with friends if he breaks up with me.

Solution 3: I'll get involved in other activities I like and meet new people.

⑤ Try Out Your Alternatives

- Imagine the consequences of each of the alternatives.
- Be realistic. Ask yourself, "Can these plans be carried out?"
- You might need to combine more than one of your ideas to solve the problem.
- Be creative.

~ *The consequences of my solutions would be:*

Solution 1: This will be difficult, but I think I can do this.

Solution 2: I can call friends and make plans to go out with them.

Solution 3: I can spend more time on home work and I have always wanted to be in the Anishinaabe Club.

⑥ Put Your Decision to Work

- Make the decision and do it!

~ *The date I carried out my decision: January 25, 2002*

- Tell others involved what you have decided to do.

~ *Feedback I got from others: My friends were glad to hear from me; they wanted to do things together; may parents were glad to see more of me.*

- Ask for feedback.
- Readjust the decision over time if you need to.

~ *Adjustments I made on my decision after trying it out: I didn't tell him until I had other plans to back up my weekend so I wouldn't feel so bad if he rejected me.*

*** The most important lesson I learned from this decision was —**

~ *I have power over my own decisions and over my own body.*

Formulating Your Decision

1. Define the Problem

- What is the problem?

____

- Set goals/steps to address this problem:

____

____

____

2. Reevaluate the Situation

- Name your options to solve this problem:

____

- Can you wait or do you need to act now on a decision?

___ I can wait.

___ I need to act now.

3. Gather Information

- I will talk to these trusted people for advice:

____

- I will use these additional resources:

____

4. Think of Alternatives

- My ideas for solutions from brainstorming:

Solution 1:______________________________

Solution 2:______________________________

Solution 3:______________________________

5. Try Out Your Alternatives

- The consequences of my solutions would be: (Remember to be realistic. Ask yourself, "Can I really follow through on this?")

Solution 1:____

Solution 2:____

Solution 3:____

6. Put Your Decision to Work

- The date I carried out my decision:

____

- Feedback I got from others:

____

____

- Adjustments I made on my decision after trying it out:

____

____

7. The most important lesson I learned from this decision

____

____

LESSON TEN

CONSIDER THE CONSEQUENCES

Student Outcome

Student will examine how decisions made can affect others.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout10.1: "Consider the Consequences"
- Overhead of Handout 10.1: "Consider the Consequences"
- Overhead projector and markers

Before You Begin

- Make copies of handouts for students.
- Make overhead transparency of Handout 10.1: "Consider the Consequences" chart.

Directions

1. Discuss with students that the process of making decisions has a "ripple effect" (decisions you make have consequences for the other people in your life and on people you may not even know).
2. Give each student a copy of Handout 10.1: "Consider the Consequences." Refer to the overhead transparency of Handout 10.1: "Consider the Consequences."
3. Begin the activity by discussing the first row of the chart "Drugs." Discuss with students how using drugs may be a risk to themselves. Continue the activity by discussing the risk to families/children and then to others in their lives and community.
4. Continue the process by discussing each row until the chart is completed.

Discussion

1. What are other areas of risk in your life? How is it a risk to you? Your family? Others?
2. How does this activity relate to your transition from high school?

Closure

Journal/Community Circle — How do you make decisions in your life?

CONSIDER THE CONSEQUENCES

	Risks to Me	Risks to Family/Child	Risks to Others
Drugs			
Gangs			
Alcohol			
Sex			
Smoking			

LESSON ELEVEN MY LIFE THROUGH MY LENSES

Student Outcome

Student will develop a strategy to respond to change.

Portfolio Placement

NA

Time Frame

30-40 minutes

Size of Group

Large or small group

Materials Needed

- Handout 11.1: "My Life Through My Own Lenses"
- Overhead transparencies of Handout 11.1: "My Life Through My Own Lenses"
- Overhead projector and pens

Before You Begin

- Make copies of handouts for students.
- Make overhead transparencies.
- Keep in mind that the process of completing this activity should be completed one page at a time with time taken to explain each step of the process. The overhead transparencies can assist the students in following along throughout the activity.
- Modification: Some students may not want to reveal their answers to the group. In that case ask them to meet with you alone and talk through their process. Ask them what kind of help you can give them in their change process to support them.

Directions

1. Review with students that transition from high school to the next step of their lives requires making changes. Tell them that often people have a hard time making changes in their lives. However, this activity is designed to give them a process they can use to respond to change.

2. Ask students to brainstorm with you the types of changes they might encounter in the following areas: school; work; friendships; values; family; community contacts; contact with elders; dreams and goals.
3. Give each student a copy of Handout 11.1: "My Life Through My Own Lenses." Explain each of the sets of "eyeglasses" to the students one page at a time.
4. Have the students complete their own "lenses" as you go through the overheads.
5. Ask each student to share their process and what they came up with.

Discussion

1. What thoughts went through your minds as you filled out each lens? Was it difficult to be honest about your responses? Why or why not? Is there another group you could have done this assignment with that would have made it easier? With your family? With your friends? Why or why not?
2. What scares you the most about leaving high school? What do you and the group do to help in that process?

Closure

Journal/Community Circle — How does this activity help prepare you for your transition?

My Life Through My Own Lenses

Everyone has their own way of approaching change, depending on the experiences they have had in their lives. They see life through their own "lenses." What experiences in your life make up your "lenses?" Let's look at your experiences:

Name 3 **successes** that have happened to you in your life:

School____________________

____

Home ____________________

____

Friends________________

____

Name 3 **challenges** that have happened to you in your life:

School____________________

____

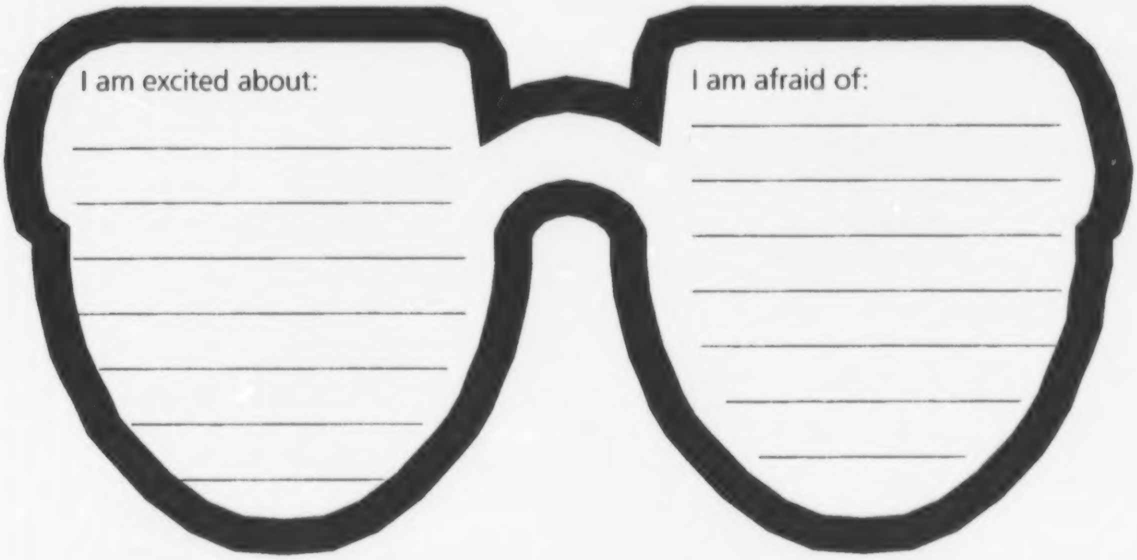
Home ____________________

____

Friends________________

____

When you do something NEW or make a BIG CHANGE in your life, what are your attitudes about these events?



I am excited about:

I am afraid of:

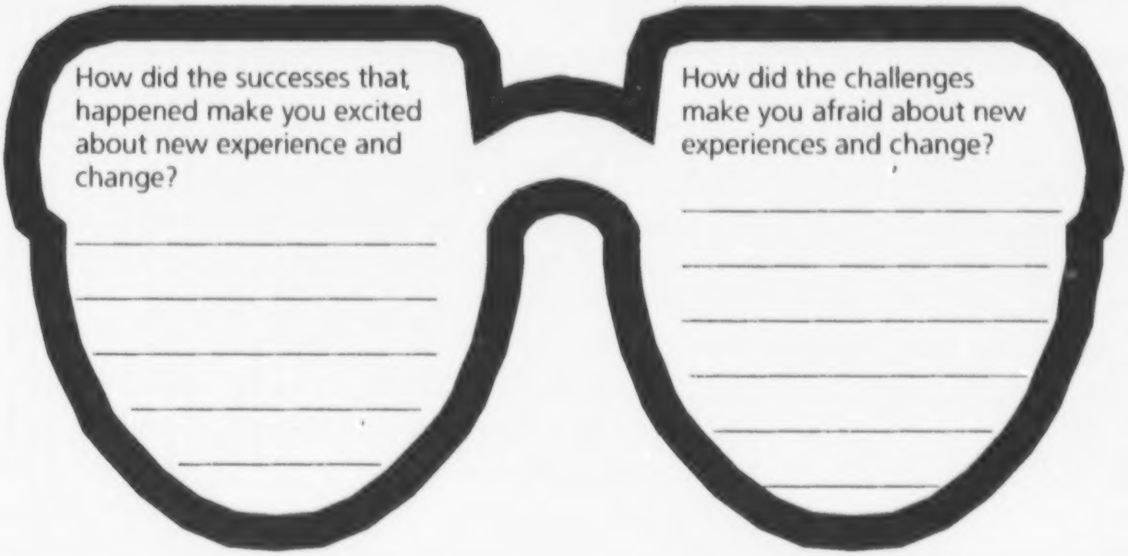
What are the "signals" (physical, mental, and emotional) you sense when change is happening to you? There are examples for you after each of the signals below. Write your own signals on the lines after the examples.

Physical (toes tingle):

Mental (can't concentrate):

Emotional (feel like crying):

Now, let's connect your early successes and challenges to your attitudes about change.

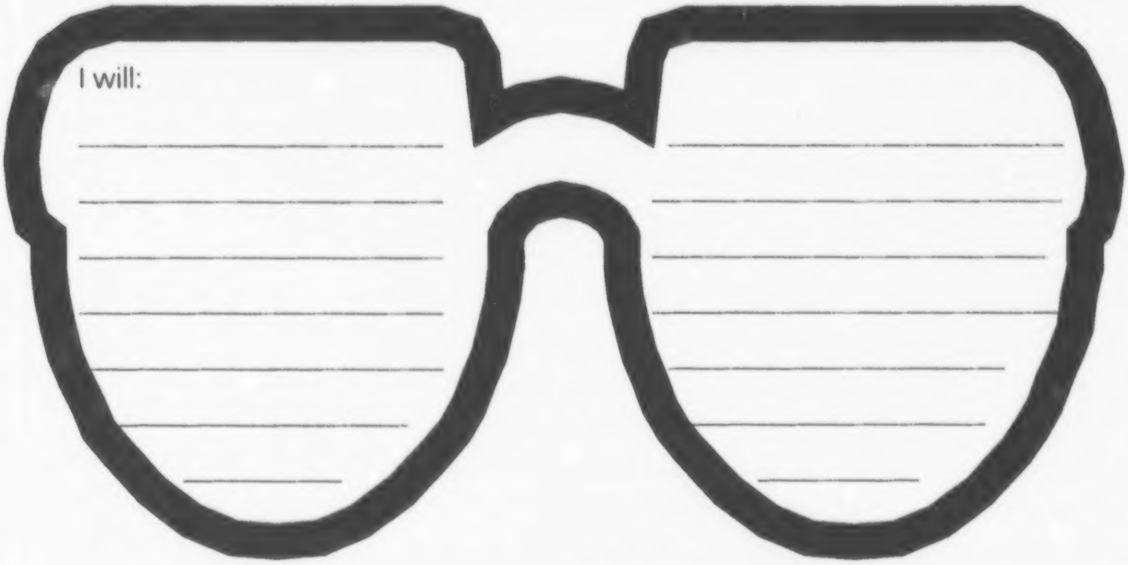


How did the successes that happened make you excited about new experience and change?

How did the challenges make you afraid about new experiences and change?

Based on what I know about my own personal "lenses", and what I have learned, this is how I will manage changes in my life in the future (i.e.: I will keep trying even when I am afraid; I will ask for help from those I trust; I will remember my successes when I feel down, etc.).

My New Lens



I will:

THEME TWO:
THE FRAMEWORK

INTRODUCTION

In *Theme Two: The Framework*, we focus on the foundational skills and information students need when making their own plan for the future. This theme includes activities that allow students to explore specific skills in the areas of problem-solving, self-advocacy, communication, diversity awareness, goal-setting, and organization. These are crucial skill areas students must develop before they can make the life decisions that face them after high school.

STUDENT OUTCOMES

Unit I: Goal-Setting

- Student will identify the characteristics of goal-setting.
- Student will write short-term goals.
- Student will write the objectives and tasks necessary for completing a goal.

Unit 2: Self-Advocacy

- Student will be able to describe the basic concepts of self-advocacy.
- Student will be able to explain various approaches to getting needs met.
- Student will be able to explain how self-advocacy behavior may vary depending upon the environment/situation.
- Student will be able to distinguish between different modeled types of behavior (passive, aggressive, assertive).
- Student will identify personal levels of assertive behavior.
- Student will discuss similarities and differences of self-advocacy behavior.
- Student will compare leadership and self-advocacy skills.

Unit 3: Problem-Solving

- Student will identify steps of problem-solving.
- Student will use problem-solving steps to complete group exercise.
- Student will use principles of consensus to solve problems.
- Student will work as a member of a cooperative learning group to solve problems.
- Student will delegate responsibilities to live together effectively.

Unit 4: Organizational Skills

- Student will be able to complete a framework for basic money management.
- Student will be able to complete monthly planning for a college course.
- Student will be able to organize a schedule of work, family, and school.
- Student will organize information about key resource people.

Unit V: Communication Skills

- Student will be able to describe elements of non-verbal communication.
- Student will be able to explain the importance of verbal communication.
- Student will be able to describe how personal differences and experiences affect effective communication.
- Student will work as a member of the group to create collective writing sample.
- Student will identify elements of effective listening.
- Student will use elements of effective listening.

Unit VI: Diversity Awareness

- Student will identify personal biases, likenesses, and differences of group members.
- Student will develop an awareness of the struggles for justice in the U.S. across diverse cultures.
- Student will identify aspects of diverse identity.

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UNIT 1: GOAL-SETTING

LESSON ONE GO FOR THE GOAL

Student Outcome

Student will identify the characteristics of goal-setting.

Portfolio Placement

NA

Time Frame

20-30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Go for the Goal"
- Handout 1.2: "Goal-Setting Steps"

Before You Begin

- Make copies of handouts for students.
- The purpose of the activity is to introduce the process of setting goals. Students will have an opportunity to expand their goal-setting skills in the next lesson so time should be spent during this activity going through the process with maximum support, explanation, and assistance so that the skill can be developed.

Directions

1. Discuss the concept of how goal-setting can help us in planning for our lives. Explain the process of goal-setting (i.e. that you start with a main goal and have objectives and tasks which need to be done to accomplish your goal within certain timelines).
2. Give each student a copy of Handout 1.1: "Go for the Goal." Review characteristics and ask students for examples of each of the characteristics.
3. Give each student a copy of Handout 1.2: "Goal-Setting Steps." Explain the steps to students step-by-step.
4. Brainstorm with students. Ask them to think of some short-term goals that can be accomplished in one day or in one week. Explain to students that short-term and long-term goals are very similar. If they can learn to set short-term goals and stick to them, they can learn to set long-term goals as well.

5. Tell students they will have many opportunities to use these goal-setting skills throughout the curriculum.

Discussion

1. What seems difficult about setting goals? Easy?
2. Why is it important to set goals? For yourself? Your community?
3. How does setting goals relate to your transition from high school?

Closure

Journal/Community Circle — What goal did you choose for the week?

Go for the Goal

What are Goals?

We direct our efforts toward goals. Goals are the things we want to achieve, the things we aim for as we pursue a certain path for ourselves. Goals are important in all aspects of your life because they motivate you to do what it takes to achieve what you want.

Characteristics of Goals

- Goals should be self-chosen. They should be what you decide you need to do to accomplish what you want. You will want advice from family, community, and elders — but ultimately it should be you who determines your goals.
- Goals should be moderately challenging. Think of what you have accomplished in the past and plan your goals so you will be required to do more, go farther, stretch yourself beyond what you have done in the past.
- Goals should be attainable. Goals must be realistic based on your motivation, time, resources, skills and strengths. Evaluate your chances of achieving the goal you want and BE REALISTIC with yourself.
- Goals should be measurable. Be concrete. The more you can define the goal, the more likely you are to be able to measure it.
- Goals should be specific. Lay out in realistic terms specifically what you are going to do. For example, "I am going to finish three college applications by tomorrow at 3:00," is specific while " I'm going to do college applications" is not.
- Goals should be positive. Do not state your goals as " I won't..." or "I'm not going to...", but instead emphasize success in your goals.
- Goals may have obstacles attached to them. Think of and plan for the possible obstacles. How can these obstacles be overcome? If necessary, be flexible. You may need to revise your goal along the way.
- Goals must be aligned to your values to work for you. Be sure you consider the core values in your family and community.
- Reward yourself when you have accomplished your goal!

Goal-Setting Steps

1. **Identify the Goal**
    - What is it that you want to do?
    - Why do you want to meet the goal?
    - Do you have the motivation, time, resources, skills, and strength to achieve the goal?
2. **Form Plan of Action**
    - What is the most direct route to the goal?
    - What are possible ways to reach the goal?
    - What plan is best for you?
    - Who can support you in reaching your goal?
3. **Develop Objectives**
    - Break the goal into measurable steps.
    - Be as specific as possible.
4. **Plan for Obstacles**
    - What are possible obstacles to achieving the goal?
    - How can the obstacles be overcome?
5. **Make the Goal a Reality**
    - Share the goal with others who may be able to help.
    - Allow enough time to achieve the goal.
    - Keep on track and stick with it.

LESSON TWO GIVE IT A TRY

Student Outcome

Student will write short-term goals.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Go for the Goal"
- Handout 1.2: "Goal-Setting Steps"
- Handout 2.1: "Give It a Try"
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Review with students the characteristics of goal-setting from Handout 1.1: "Go for the Goal" and the process of setting goals from Handout 1.2: "Goal-Setting Steps."
2. Ask students to think of a short-term goal they can realistically accomplish by the end of the week—Friday.
3. Give students a copy of Handout 2.1: "Give It a Try." Explain each step of the handout and provide assistance as needed.
4. Ask students to complete the handout thinking of the goal they have selected. Remind students this must be a realistic and attainable goal. You may want to pick a specific topic area like school work, job skills, etc.
5. Ask students to share with each other in discussion.

Discussion

1. Why did you choose the goal you did?
2. Why did you select the people you did? Discuss the importance of utilizing support circles when setting goals.

Closure

Journal/Community Circle — Ask students to talk about their goal setting process. What was easy? Difficult?

Give It a Try!

Name a goal you can accomplish by the end of this week (Friday at 3:00 p.m.) —

____

____

____

Name the people you need to talk to and the role (job/help/support) they will play in order to accomplish this goal —

Name____________________ Role____________________

Name____________________ Role____________________

Name____________________ Role____________________

Name____________________ Role____________________

Name____________________ Role____________________

List the steps you need to do in order accomplish this goal by Friday —

1. ____
2. ____
3. ____
4. ____
5. ____

Name the small reward you will give yourself when you accomplish this goal —

____

LESSON THREE

GOAL-SETTING STAR

Student Outcome

Student will write the objectives and tasks necessary for completing a goal.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Pre-made goal-setting star templates
- Handout 3.1: "Goal-Setting Star Template"
- Handout 3.2: "Goal-Setting Star"
- Writing utensils
- Glue stick
- Poster board

Before You Begin

- Make copies of Handout 3.2 for students.
- Make puzzle pieces from goal-setting templates using Handout 3.1. Trace each template piece onto a piece of poster board (different colors of poster board may be used for different parts of the puzzle (i.e., yellow center pieces, blue diamond pieces, red outer pieces). The number of complete puzzle templates needed depends on the number of students and/or groups of students. Cut out poster board pieces. Put one star puzzle together for students to see as a sample. Use tape or Velcro™ pieces to display the star. Use Handout 3.2 as a reference for how the star should be put together.
- Keep in mind that this activity may need to be completed in steps with the facilitator giving students puzzle pieces as the process continues (e.g., middle star first, then objective diamonds, then task lists). Students may complete the activity individually or in groups of three to four students.

Directions

1. Review how goal-setting can help us in planning our lives. Review the process of goal-setting (i.e. that you start with a main goal and have objectives and tasks which need to be done to accomplish your goal within certain timelines).
2. Provide students with puzzle pieces that were prepared using the Goal-Setting Star Template before the activity began.
3. Explain that the puzzle activity is an exercise to help students think about goals and the steps they need to take in attaining their goals.
4. Assemble puzzle —
   a. Start with naming a main goal in the center star piece.
   b. Have students think of objectives they need to have to work towards attaining their goal and list one objective for each of the eight star point puzzle pieces.
   c. Have the students think of three tasks that they would need to do to accomplish their objective and list them on the triangle shaped tasks puzzle pieces with three tasks for each objective.
   d. Begin assembling the puzzle starting with your main goal, then your objectives, and the tasks for each objective.
5. Complete the timelines that are connected to the main goal in the center of the star. Talk about how a timeline has an affect on the accomplishment of your goal and how important it is to complete each of your objectives and tasks in a reasonable amount of time in order to reach your goal. Once the students have had a chance to think about timelines for their goal and objectives, have them list their timeline on the puzzle piece that extends from the main goal in the center of the star.
6. Have students share what their goals, objectives, and tasks are.
7. Provide students with Handout 3.2: "Goal-Setting Star" for them to copy their goal, objectives, and tasks to for their personal record or portfolio.
8. Have students share their completed Goal-Setting Star with the group. Students may keep the puzzle and glue each piece to a poster board as they accomplish their objectives and tasks.

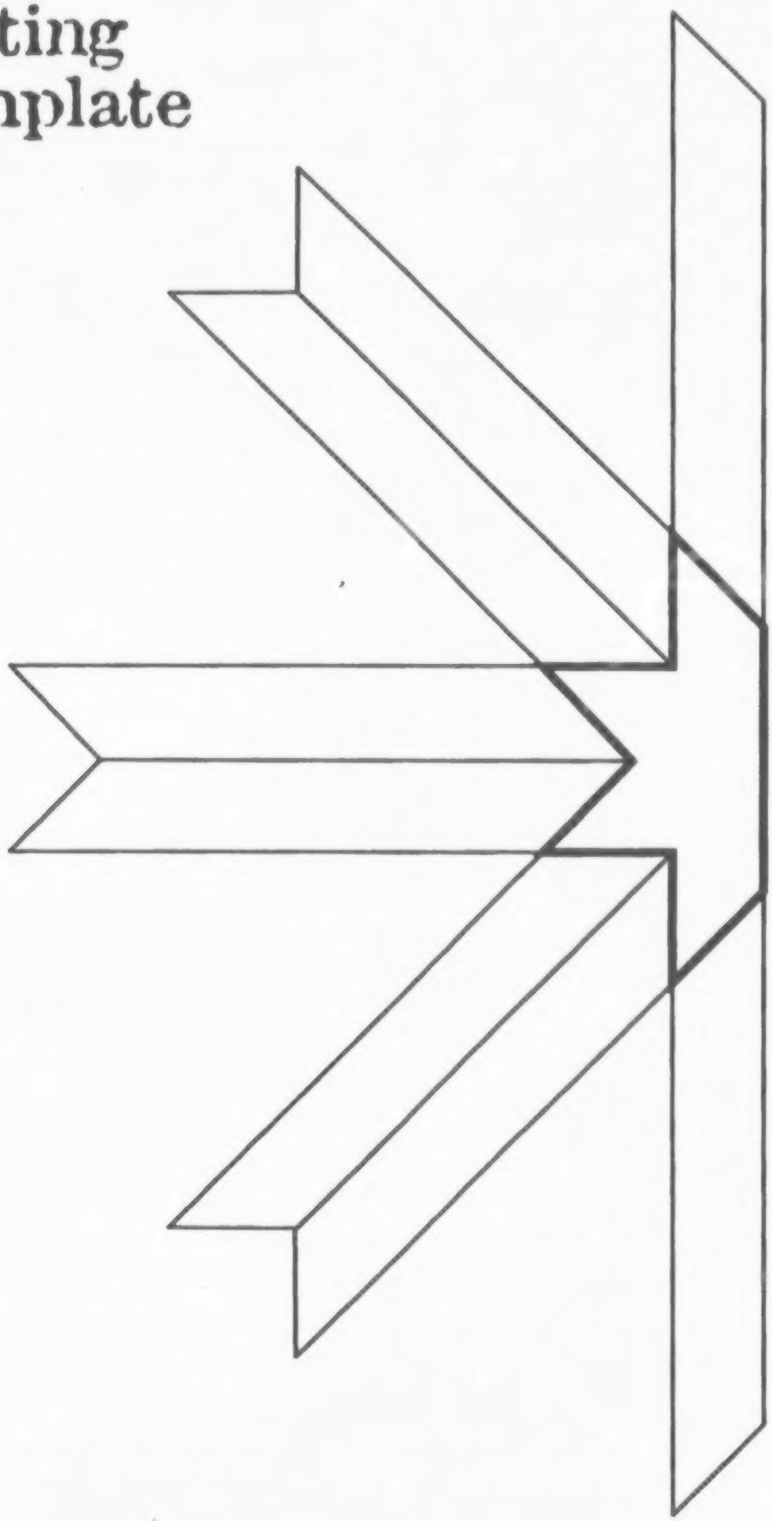
Discussion

1. How was organizing your goal into a step-by-step process helpful?
2. How has this activity helped you in defining and organizing goals you have for yourself?
3. Are there any obstacles that you may face in completing your objectives and tasks in order to attain your main goal? If so, list them and develop a plan for overcoming these obstacles.

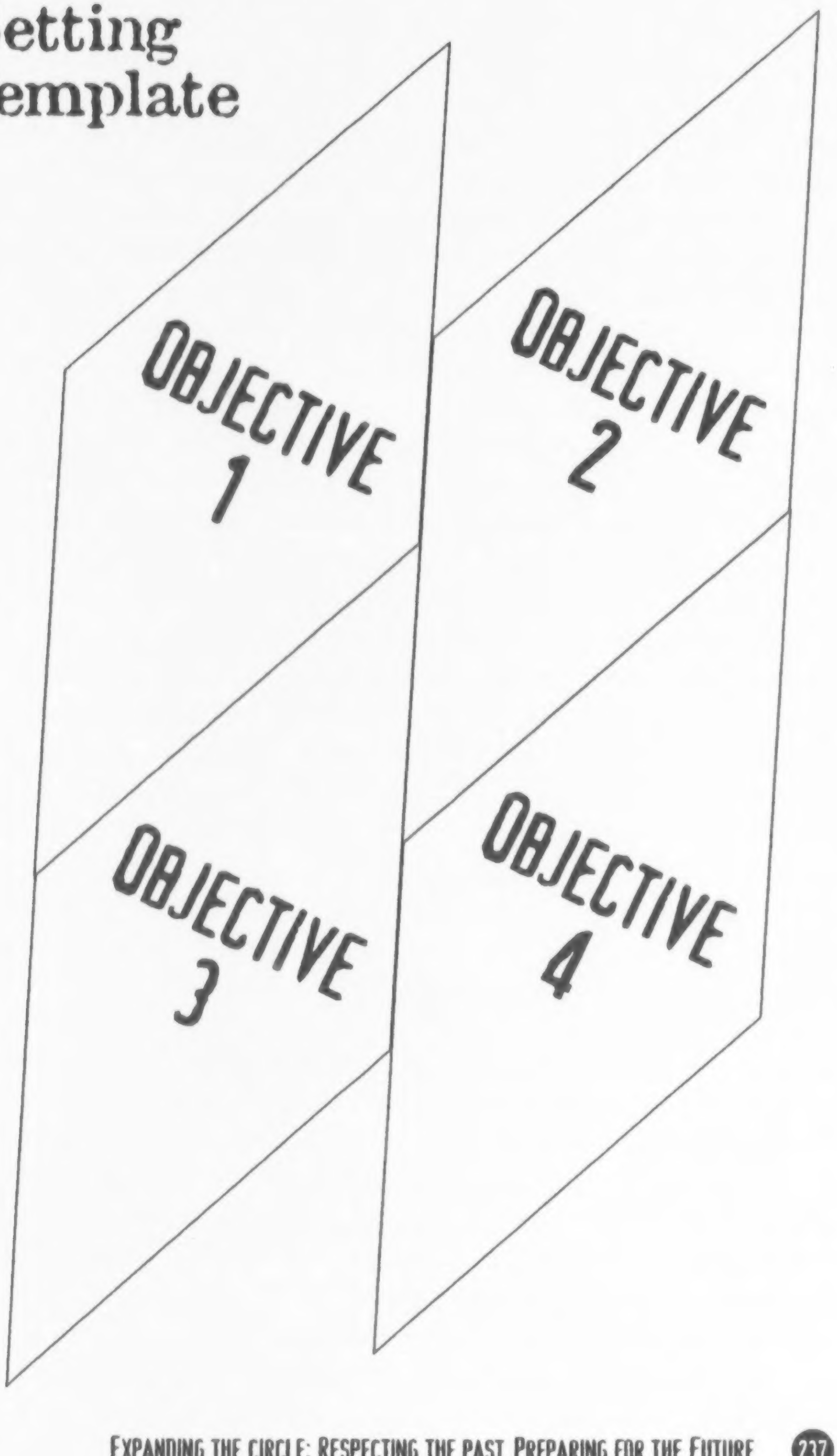
Closure

Journals/Community Circle — What part of completing the star puzzle was the most difficult? Easiest? Why?

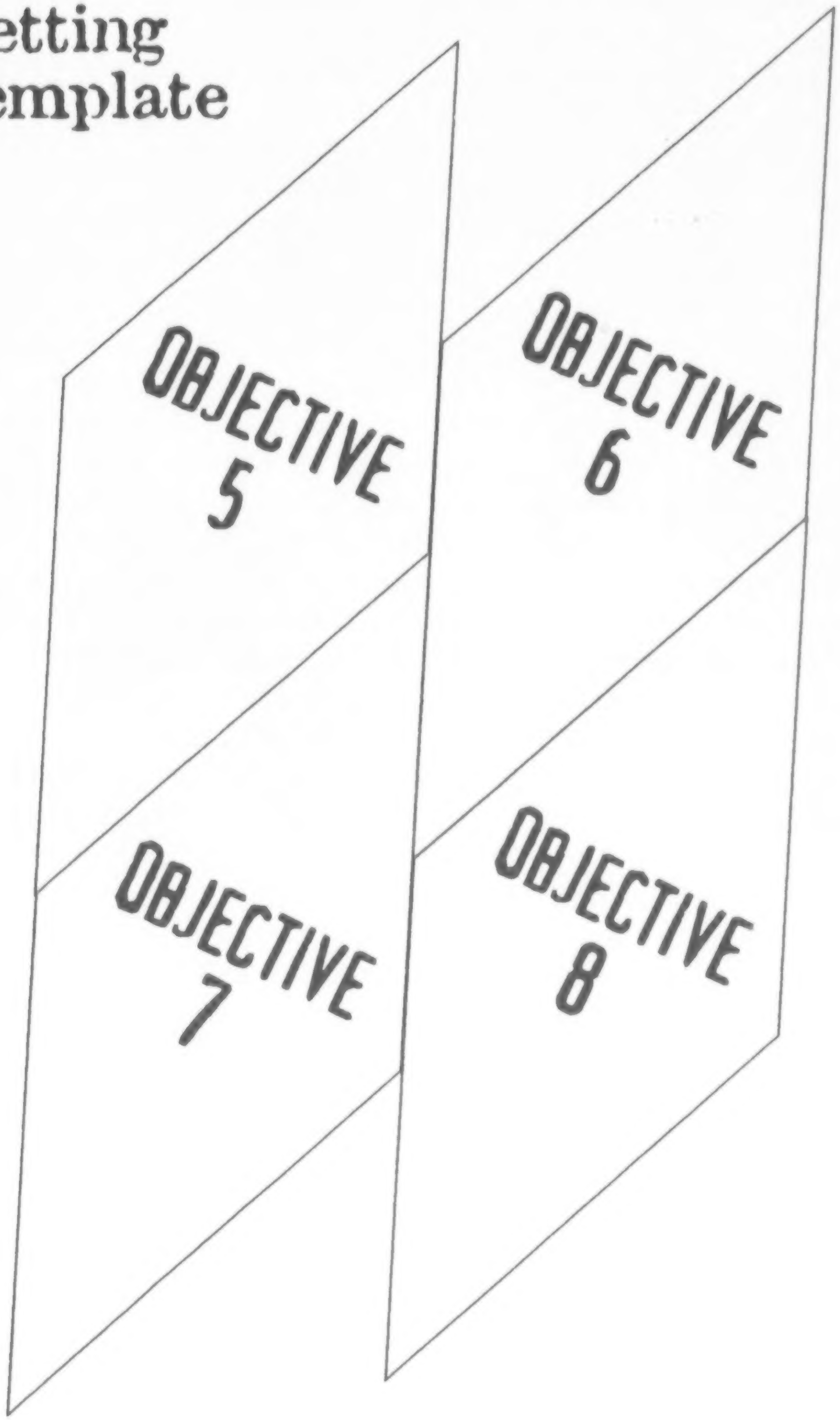
Goal-Setting Star Template (cut 2)



Goal-Setting Star Template

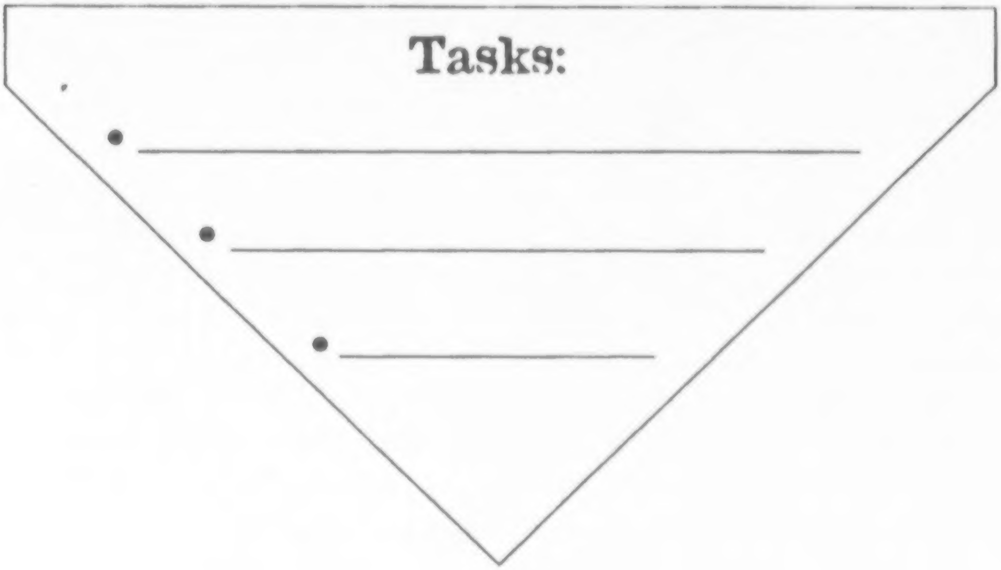

OBJECTIVE 1
OBJECTIVE 2
OBJECTIVE 3
OBJECTIVE 4

Goal-Setting Star Template


OBJECTIVE 5
OBJECTIVE 6
OBJECTIVE 7
OBJECTIVE 8

Goal-Setting Star Template

(cut 8)



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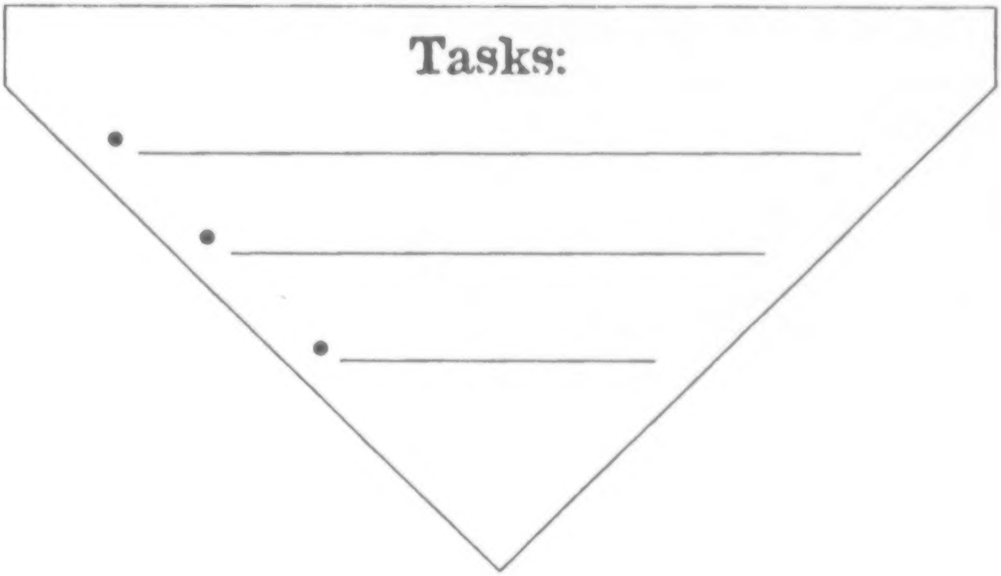

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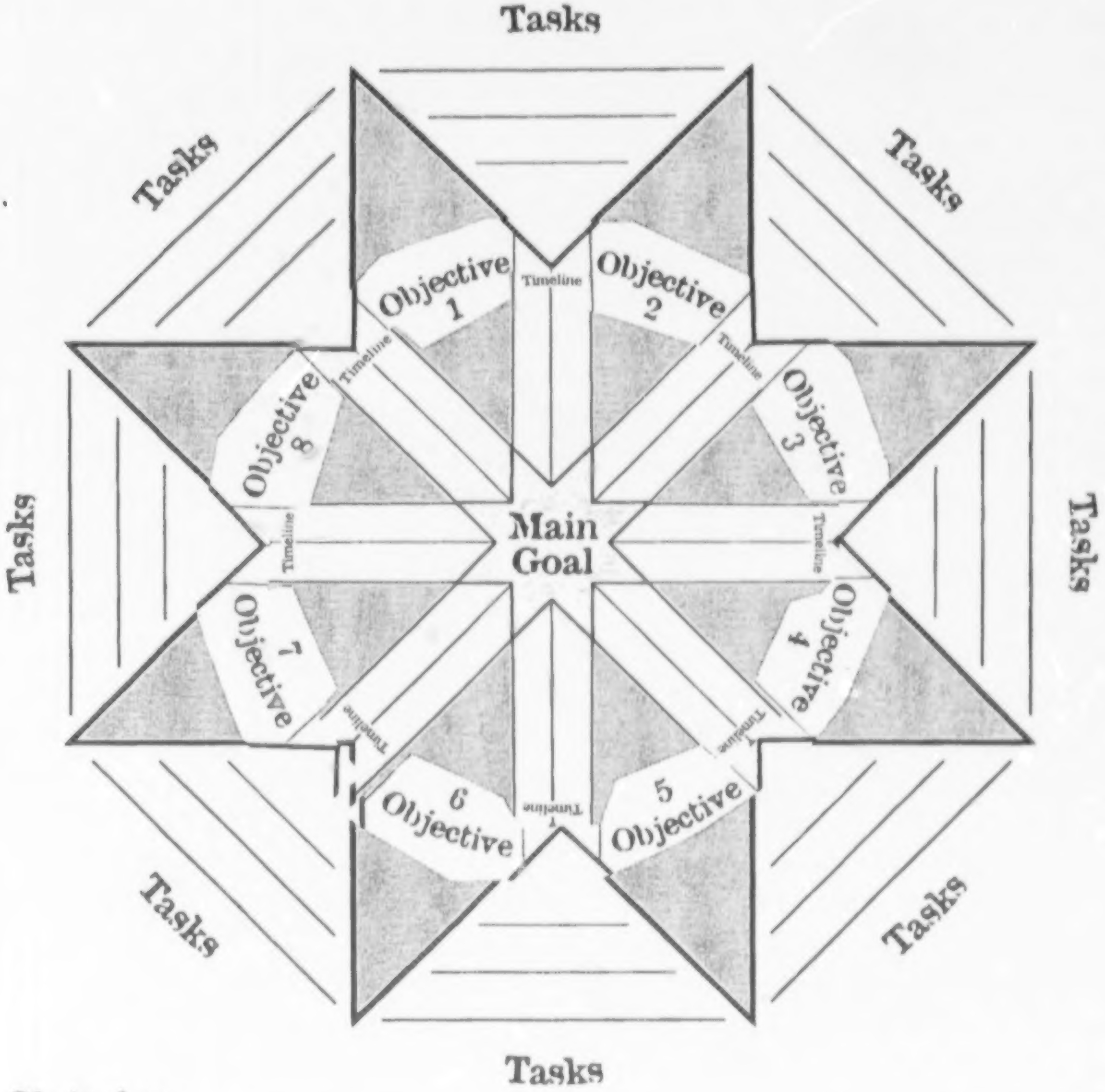
Goal-Setting Star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Timeline
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Timeline
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Main Goal

Obstacles:____

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UNIT 2: SELF-ADVOCACY

LESSON ONE WHAT IS SELF-ADVOCACY?

Student Outcome

Student will be able to describe the basic concepts of self-advocacy.

Portfolio Placement

NA

Time Frame

20-30 minutes

Size of Group

- Large or small group

Materials Needed

- Handout 1.1: "Self-Advocacy"
- Butcher paper
- Markers

Before You Begin

- Make copies of the handout for students.
- For some people, the term "self-advocacy" implies putting the needs of one's self first and working to get the needs of the individual met. For the purpose of the curriculum, the lessons and activities related to self-advocacy are meant to teach students in the American Indian community how to advocate for the needs of the community as a whole. Emphasis should be placed on encouraging students to use the skills they learn in the self-advocacy unit to overcome challenges they may face individually and as part of a larger community and to work as leaders in getting their needs met.
- KWL is a teaching method that is used to understand the level of prior knowledge and curiosity students have in a particular area. The "K" is the column for what students already **know** about the topic area and is filled out at the beginning of the unit. The "W" is the column for what students **want** to know about the topic area and is also filled out at the beginning of the unit. The "L" is the column for what students **learned** after the unit has been completed and is filled out when the unit is finished. A sample chart is provided below for visual reference.

- Prior to meeting with students, prepare large KWL chart on butcher paper with the title "Self-Advocacy."

K "What We Already Know"	W "What We Want to Learn"	L "What We Learned"

Directions

1. Refer to the butcher paper version of the KWL chart on the wall. Explain that the purpose of completing a KWL chart is for the group and the facilitator to identify what they already know about a topic and what more they would like to learn. Explain that the last column is used at the end of the unit to see what the group has learned. Tell students that there are no right or wrong answers.
2. Complete the first two columns of the KWL chart with students.
3. Pass out Handout 1.1: "What is Self-Advocacy?" Discuss the principle concepts of self-advocacy. Refer to the KWL chart as appropriate particularly to reinforce what was already known.
4. Complete column three when the self-advocacy unit is completed (after Lesson 7).

Discussion

1. How do the concepts of self-advocacy fit with your transition from high school?
2. Do you agree with self-advocacy? Why or why not?
3. What does your community think about self-advocacy? Your family?

Closure

Journals/Community Circle — Do you think of yourself as an advocate? Why or why not?

Self-Advocacy

What is it?

- Asking in an appropriate way for what you need.

What does an assertive self-advocate look like? He/she...

- Takes initiative.
- Introduces self to person.
- Is prepared and has information ready.
- Is organized.
- States needs clearly.
- Asks specifically for what is needed.
- Is well-mannered and asks in reasonable way.
- Uses appropriate body language.
- Listens without interrupting.
- Has realistic expectations.
- Is calm and cooperative.
- Is open-minded and tolerant.

LESSON TWO HOW DO YOU GET WHAT YOU NEED?

Student Outcome

Student will be able to explain various approaches to getting needs met.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 2.1: "Self-Advocacy Questionnaire"
- Handout 2.2: "How Do You Get What You Need?"
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Pass out Handout 2.1: "Self-Advocacy Questionnaire" to students. After students have completed the self-advocacy questionnaires, ask them to put them aside until later in the lesson.
2. Pass out Handout 2.2: "How Do You Get What You Need?" to students. Review the three common types of asking for assistance: passive, aggressive, and assertive. Discuss with students that appropriate self-advocacy involves being assertive as opposed to being passive and/or aggressive.
3. Explain to students that people vary on their levels of self-advocacy and that being a strong advocate for yourself, your family, and your community takes practice.
4. Review the self-advocacy questionnaires. Tell students to think about what their preferred behavior is when asking for help. Invite students to share the results of their questionnaire if any are willing. Discuss individual questions from the questionnaire and identify what type of behavior each option may be.

Discussion

1. How do people in your community advocate for their needs? Are there people in your support circle that self-advocate well?
2. How does this activity relate to your transition?

Closure

Journal/Community Circle — What method of getting help do you use most often?

Self-Advocacy Questionnaire

Name ______________________________ Date ____________________

1. When you need help, which of these are likely to be difficult for you? (Check all that apply.)
   - ☐ Taking the initiative and asking for help
   - ☐ Making your needs clearly understood
   - ☐ Asking in a positive way
   - ☐ Knowing what help you need and asking for it specifically

2. Imagine that you had a difficult time taking notes last year. You are getting ready to start your senior biology class and know that taking notes is very important to passing the tests and the class. When are you most likely to ask for help from the teacher?
   - ☐ Before the class starts
   - ☐ During the first week of class
   - ☐ After you realize that you need help
   - ☐ After you did poorly on the first quiz
   - ☐ Never. You don't want the teacher to know you are having difficulty.
   - ☐ Only if you really need the help to pass

3. You are having trouble understanding what is expected on a class assignment. Who are you most likely to ask for help?
   - ☐ Parent
   - ☐ Friend or classmate
   - ☐ Teacher of the class
   - ☐ You'd figure it out on your own without asking anyone

4. When you need help from a teacher, how would you feel? (Check any that apply.)
   - ☐ Embarrassed to have anyone know you need special attention
   - ☐ Frustrated with the teacher
   - ☐ Frustrated with yourself
   - ☐ Confused about just what sort of help to ask for
   - ☐ Comfortable about asking the teacher for help

5. Who have you asked for help in the past?

6. Who could you ask for help that you haven't asked? What prevents you from asking?

7. What specific things could you do to get more help and support?

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HOW DO YOU GET What YOU NEED?

People act in different ways to get what they want or need. There are typically three different types of behavior that people use —

1. **Passive**
   A passive person has difficulty stating what they want or need. They tend to accept what is happening to them without protest even when what is happening to them is unfair. A passive person struggles with speaking their mind and will wait to see if other people will speak up or do something. The problem with passive behavior is that the person's needs and wants can go unnoticed.

2. **Aggressive**
   Aggressiveness involves acting against others in a way that hurts them and minimizes their worth as people. An aggressive person will get what they want or need at the expense of another person. People fear being hurt and devalued by aggressive behavior. Aggressive behavior may seem to get people what they want, but it won't last. People's fear and discomfort will cause them to avoid aggressive people.

3. **Assertive**
   People often confuse assertion with aggression, but there is a tremendous difference. When someone is assertive, they make their own choices. An assertive person speaks up or acts appropriately to get what they want or need.

BENEFITS OF BEING ASSERTIVE

You can learn to say "No" without feeling guilty.

You can express disagreement respectfully.

You can be persistent.

You can speak up for your rights without getting hostile.

You can make your own choices.

LESSON THREE

THE MANY WORLDS I TRAVEL IN

Student Outcome

Student will be able to explain how self-advocacy behavior may vary depending upon the environment/situation.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

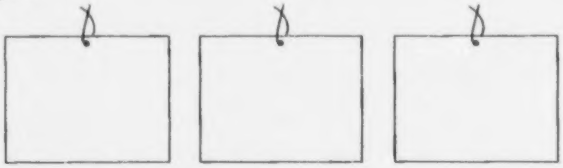
Large or small group

Materials Needed

- Three pieces of 8 1/2 x 11" tagboard
- String
- Hole punch
- Tape
- List of settings provided in lesson directions

Before You Begin

- Prepare tagboard signs to be used as corner markers for activity. Punch hole in top center of tagboard, cut string pieces, loop thread through to make hanging signs.



Directions

1. Ask students to think of a type of animal that comes to mind when they think of passive behavior. Write that animal on one of the tagboard sheets and hang it by string in one corner of the room.
2. Repeat this process two more times, asking for an animal that comes to mind when the group thinks of assertive behavior and aggressive behavior. Hang the two tagboard signs in other corners of the room.

3. Ask all students to stand in the corner where there is no sign.
4. Tell students you are going to name a variety of settings. Read each setting to the students and ask them to move under the sign of the animal that best describes how they would (or do) behave in that situation. After each move by the students, ask members of each group to describe why they chose to stand under that sign. Add more settings as needed and/or as appropriate. Possible settings include —
    - How are you with your friends?
    - How are you with your family?
    - How are you with an uncle you have never met before?
    - How are you if you have to go to court for something you did?
    - How are you in a social setting where you do not know anyone?
    - How are you when you go to a teacher and ask for help?
    - How are you with a boyfriend/girlfriend when you are frustrated?
    - How are you with an employer who doesn't respect you?
    - How are you with a peer who you feel is a lot smarter than you?
    - How are you with your best friend's mother?
    - How are you when you go to a fancy restaurant with a group?
    - How are you when you are learning something new in a group?
    - How are you when you feel confident about yourself at a party?
    - How are you when you have just made a hard decision for yourself?
    - How are you when you decide not to do something that is bad for you?
    - How are you with your mother's significant other?
    - How are you when you are with elders?
    - How are you when you visit the American Indian scholarship counselor?
5. Explain to students that different types of behaviors are appropriate at different times (home, community, school, Native community, surrounding community) and this is an important aspect of self-advocacy.

Discussion

1. What would happen if you always used only one form of behavior in all settings?
2. What challenges do you face when behaving in any one of the three ways (passive, assertive, aggressive)?
3. What are other situations where you may adjust you self-advocacy behavior? Why would you change in those situations?
4. What did you learn about others in the group during this activity?

Closure

Journal/Community Circle — Was it easy or hard for you to decide where you stand in these settings? Why?

LESSON FOUR WHAT DOES IT LOOK LIKE?

Student Outcome

Student will be able to distinguish between different modeled types of behavior (passive, aggressive, assertive).

Portfolio Placement

NA

Time Frame

30-40 minutes (Time needed for lesson depends on number of students.)

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Self-Advocacy"
- Handout 2.2: "How Do You Get What You Need?"
- Handout 4.1: "The Three Faces of Self-Advocacy"
- Handout 4.2: "Role-Play Scenarios"
- Flat wooden sticks/straws
- Tape
- Paper bag or basket

Before You Begin

- Prior to meeting with students, prepare scenario slips using the scenarios listed on Handout 4.2. Place slips in a paper bag/basket for students to pick from.
- Make copies of handouts for students.

Directions

1. Review with students the three common types of behavior that people use when asking for help (Handout 2.2: "How Do You Get What You Need?") and the elements of self-advocacy (Handout 1.1: "Self-Advocacy").
2. Give each student a copy of Handout 4.1: "The Three Faces of Self-Advocacy." Have them cut out the circles and tape each one on a wooden stick/straw.
3. Tell students that the activity for the day involves role-playing various life scenarios. Students will draw a slip of paper from the bag/basket and then

work in pairs to act out the situation they drew. Show students a sample scenario slip with the situation and how the individual asking for help needs to act (i.e., financial aid check is missing and you are going to the office to ask about the situation using passive behavior).

4. Tell students that as the different pairs are acting out their scenarios, the rest of the group will need to identify what type of behavior is being used. Students need to hold up one of the faces on the sticks they have made to represent the behavior they observe in the role-play.
5. Have student teams select a scenario slip from the bag/basket. Allow students 5-10 minutes to prepare their role-play. Refer students to the handouts describing the different types of behaviors.
6. Ask groups to take turns acting out their role-plays after they have prepared their role-plays. As each group acts out their role-play, the rest of the class identifies the behavior using the faces on the sticks as well as explaining why they think it is the behavior they are suggesting.

Discussion

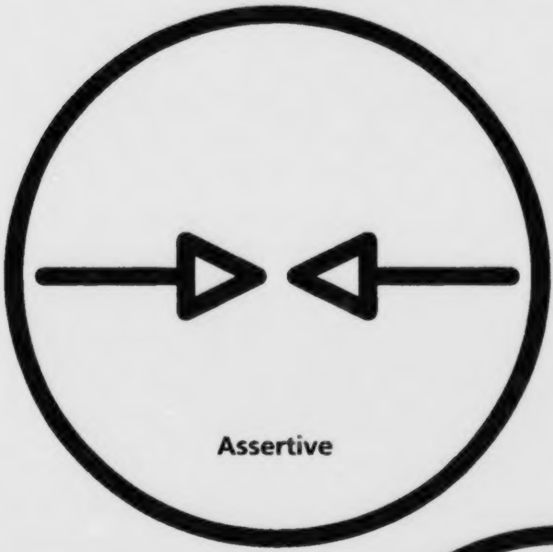
1. How did it feel to you to have to act out these situations in a certain way that may not be your own natural way of acting?
2. What strategies did you learn working in pairs for dealing with these three types of self-advocacy behaviors?
3. How will you use this information in the future? How does the activity relate to your transition?

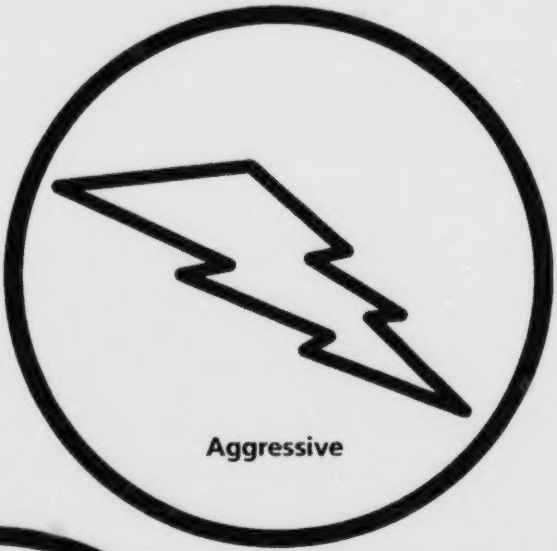
Closure

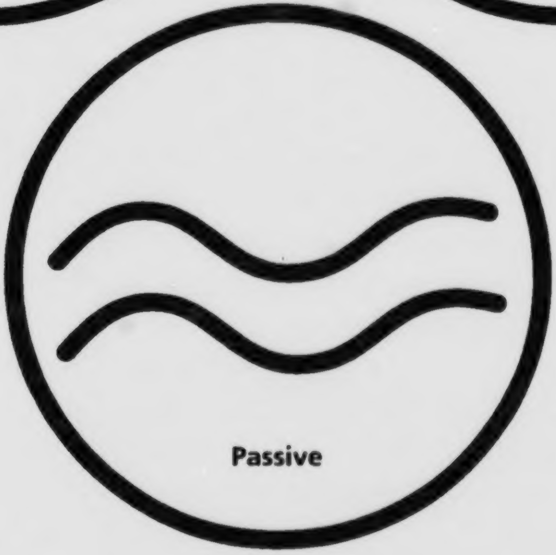
Journal/Community Circle — Ask students to share a situation where they used assertive behavior.

The Three "Faces" of Self-Advocacy

Directions: Copy for each student. Have students cut out and glue one circle on each stick/straw.




Aggressive



Role Play Scenarios

Directions: Photocopy this sheet and cut the statements apart. Fold the slips of paper and put them in a bag or basket for students to pick a scenario.

1. Your financial aid check has not arrived and you need to buy your books. (Assertive behavior)

2. The electric service is going to be cut off at your apartment and you need to ask for an extension of a couple of days. (Passive behavior)

3. You are going to pick up a job application and the box of applications is empty so you need to ask the receptionist for more. (Aggressive behavior)

4. Your roommate ate the food in the refrigerator you were going to have for dinner. (Assertive behavior)

5. Your teacher criticized your research paper in front of the whole class. You go to him in his office to talk to him about it later. (Aggressive behavior)

6. You are eating out at a restaurant and the waitress is very rude to you, ignores you, and does not take your order. You wait for 45 minutes for your order to come after you finally order. (Passive behavior)

7. Your best friend wants to get an apartment with you and you feel you won't be friends anymore if you live together. (Assertive behavior)

8. Your boyfriend/girlfriend wants you to go out on a drinking binge this Saturday night and you don't want to go. (Passive behavior)

9. Your mom learns that your dorm allows families and she wants to move in with you and bring your little sister. You know you won't be able to study very well with them there. (Aggressive behavior)

10. You have been given a personal computer to use over the winter break by your business professor. You come home one night to find your older brother has been using it and spilled a soda on it. (Assertive behavior)

11. You have scheduled Algebra tutoring help in the tutor lab and for the third time in a row your tutor does not show up at the scheduled time. You are faced with an Algebra test tomorrow and you don't know how to do the problems. You go to the tutoring lab supervisor. (Aggressive behavior)

12. The college librarian insists on closing the library everyday at 4:00 P.M. You need it open at night for study space and research. You go to an administrator to discuss this issue. (Assertive behavior)

13. Your sister borrows your car and brings it back with no gas left in it. You have no money until pay day—three days from now and you need the car to get to school. (Passive behavior.)

14. Your great uncle has just died and you need to go home (200 miles away). You have a history test today and the professor's attendance policy does not allow for make up tests for any reason. You go to talk to her. (Assertive behavior)

LESSON FIVE

CHECKLIST FOR MY ASSERTIVENESS BEHAVIOR QUOTIENT

Student Outcome

Student will identify personal levels of assertive behavior.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 5.1: "Self-Advocacy Behaviors: Which One Describes You?"
- Handout 5.2: "Checklist for My Assertiveness Behavior Quotient"
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Pass out Handout 5.1: "Self-Advocacy Behaviors: Which One Describes You?" Review each of the three types of behaviors with students. Ask them which behavior describes how they ask for what they need.
2. Discuss with students that it is important to develop assertive behavior as they prepare to leave high school because they will need to be able to ask for what they need in an appropriate way in many new and unfamiliar environments. Tell students the best way to prepare to be a good self-advocate is to know oneself well. This means knowing cultural values, community history, family history, personal learning style, career interests, and how all these aspects of their lives fit together to make them a unique individual.

3. Ask students to discuss any cultural conflicts they may feel when they discuss self-advocacy. Ask them to think of great men and women in the history of their community and how they must have been able to advocate for their needs and the needs of their community.
4. Give each student a copy of Handout 5.2: "Checklist for My Assertiveness Quotient."
5. Ask students to complete the checklist.
6. Discuss what areas they need to work on improving to become more assertive. Offer suggestions about how they can increase this skill.

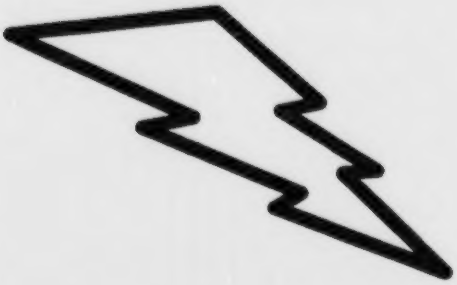
Discussion

1. What aspects of being assertive seem to be the most difficult? Easiest?
2. What situations do you think it is easy to be assertive? How does your level of assertiveness change in different situations (school, home, community)?

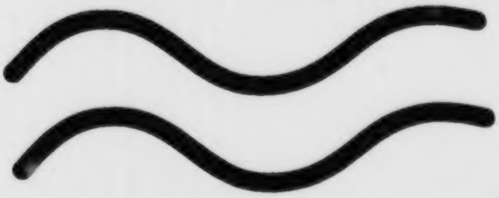
Closure

Journal/Community Circle — Do you think you need to be assertive? Why or why not?

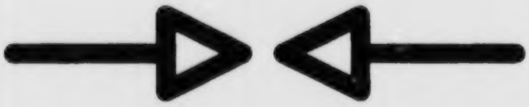
Self-Advocacy Behaviors: Which One Describes You?



Aggressive
Behavior that involves attacking a person in a way that violates their rights. Coming on so strong with your way or opinion that you don't listen to anyone else. Angry behavior.



Passive
Behavior that avoids problems. You say nothing even though you are really upset. You hide your feelings from yourself and others. Avoidance behavior.



Assertive
Behavior that involves dealing directly with the person and the problem. You describe your feelings, thoughts, and actions. Direct behavior.

CHECKLIST FOR MY ASSERTIVE BEHAVIOR QUOTIENT

Think of your behavior when you need something (help, money, a job, etc.) and how you go about getting what you need. For that situation check all that apply to your behavior below.

- ☐ I have a clear and reasonable goal in mind.
- ☐ I choose an appropriate time to discuss the issue (or the need).
- ☐ I focus on the issue (what I need).
- ☐ I use my strengths to get my point across.
- ☐ I define the issue.
- ☐ I talk about my feelings about the issue.
- ☐ I confidently express what I need.
- ☐ I am respectful of the other person.
- ☐ I maintain good voice tone and posture.
- ☐ I am calm.
- ☐ I communicate clearly.
- ☐ I ask for input.
- ☐ I listen.
- ☐ I suggest possible solutions.
- ☐ I set a timeline.
- ☐ I listen to constructive comments about myself.
- ☐ I accept compliments.
- ☐ I consider the other person.
- ☐ If I have a complaint, I start with the facts.
- ☐ I agree upon a solution.

Now, add up all you checks and put that total here ____________

LESSON SIX TOUGHEST INDIAN

Student Outcome
Student will discuss similarities and differences of self-advocacy behavior.

Portfolio Placement
NA

Time Frame
45-60 minutes (Includes time for students to read literature selection)

Size of Group
Large or small group

Materials Needed
- Handout 6.1: *"The Toughest Indian in the World*, by Sherman Alexie"
- Writing utensils
- Notebooks

Before You Begin
- Make copies of excerpt from *The Toughest Indian in the World* for students.
- Modification: Depending on reading levels of students, the literature passage may be read aloud to the group or small groups of students.

Directions
1. Review characteristics of passive, assertive, and aggressive behavior.
2. Read the short literature selection individually.
3. Facilitate a discussion after the students have read the piece including encouragement of different opinions from the students on how the person in the story handled the situation. Have the students choose whether the person in the story had acted in a passive, assertive, or aggressive manner.

Discussion

1. Was the main character acting in a passive manner? Aggressive? Assertive? How?
2. How are the different types of behavior the same? Different?
3. Do you think this was the best possible way of handling the situation? Why or why not?

Closure

Journal/Community Circle — How would you have acted or handled the situation?

The Toughest Indian in the World

by Sherman Alexie

(pp. 164-172)

Up until her death, Grandmother Fury had been the very last Spokane Indian who knew how to make salmon mush in the way that Spokane Indians had been making salmon mush for the last hundred years or so. In terms of the entire tribal history, salmon mush was a recent addition to the traditional cuisine—just as human beings were among the most recent life-forms on the whole planet—but salmon mush was a singular and vitally important addition. After all, Grandmother Fury's own grandmother had served salmon mush to Chief Joseph just a few days before he led the Nez Perce on their heroic and ultimately failed thousand-mile flight from the Ninth Cavalry. Though he was captured and sent to the prison of some other tribe's reservation, Joseph praised the salmon mush he'd eaten and often hinted that the strange combination of fish, oats, and milk was the primary reason why he'd nearly led his people into the wild freedom of Canada.

Nine decades later, on the Spokane Indian Reservation, Grandmother Fury said a prayer for Joseph and stirred a few more slices of smoked salmon into the pot of oats boiling on her woodstove. At that point, many cooks would have poured in the milk and brought it all back to the boil. But Grandmother Fury was cousin to salmon and knew their secrets. She poured the ice-cold milk over the boiling salmon and oats just a few seconds before serving. In that collision between heat and cold, between mammal and fish, between liquid and solid, there was so much magic that Grandmother Fury trembled as she set a bowl in front of her grandson and watched him eat.

"It's good," said Roman. He was eighteen years old and lovely in his grandmother's eyes.

"But you haven't even tasted it," she said, in Spokane, the tribal language.

"Don't have to," said Roman in English. "I believe in your mush more than I believe in God."

"You liar," she said in Spokane and laughed.

"Yes," he said in English. "But it's a good lie."

Grandmother and grandson sat in the small kitchen of her home—their home!—and found no need to speak to each other. Because they were Indians, they gave each other room to think, to invent the next lie, joke, story, compliment, or insult. He ate; she watched.

That afternoon, Roman was going to take the Colonial Aptitude Test, his college boards, and hoped to score high enough to get into college, any college. He was the first member of his extended family who'd even wanted to pursue higher education. In fact, there were only a couple of dozen

Spokane Indians who'd ever graduated from any four-year university and only a few more than that who'd bothered to attend even the smallest community college.

A few small colleges had offered full basketball scholarships to Roman, but he'd turned them down. He wanted to attend the best school possible, whether he played basketball for them or not.

"You know," Grandmother Fury said in rough English, in careful *and* clumsy syllables, after Roman had finished one bowl of mush and started in on another. "Those college tests, they're not for Indians."

Roman nodded his head. He knew the Colonial Aptitude Test was culturally biased, but he also knew the CAT was *supposed* to be culturally biased. The CAT was designed to exclude from college as many poor people as statistically possible. Despite the rumors of democracy and fairness, Roman knew, when it came to the CAT, that meritocracy was to college as fish was to bicycle. He knew the CAT was an act of war. As a result, Roman wasn't approaching the test with intellect and imagination. He was going to attack it with all of the hatred and anger in his heart.

"I'm afraid," he said.

"Yes, I know," she said in Spokane.

"I don't want to be afraid."

"Yes, I know," she said in English.

With tears in his eyes and a salty taste at the back of his throat, Roman finished another bowl of salmon mush and asked for another.

"Yes," said his grandmother. She said, "Yes."

Three months later, Roman Gabriel Fury sat in the waiting room of the Colonial Aptitude Testing Service office in Spokane, Washington. He held two letters in his hands. One letter congratulated him on his exceptional CAT performance. The other letter requested his presence for a special meeting with the president of the Colonial Aptitude Testing Service.

Nervous and proud, Roman wondered if he was going to be given a special commendation, a reward for such a high score, unusually high for anybody, let alone an Indian boy who'd attended a reservation high school without chemistry, geometry, or foreign-language classes.

Sitting in the CAT office, in that small city named after his tribe, Roman wore his best suit, his only suit, a JCPenney special that his father had purchased for him four years earlier. Roman's father was a poor and generous man who had given his son many things over the years, mostly inexpensive trinkets whose only value was emotional, but the JCPenney suit was expensive, perhaps the most expensive gift that Roman had ever received, certainly more valuable than being named after a professional quarterback who had some Indian blood, or the rumor of Indian blood. Young Roman had often wished his father had given him the name of the other professional Indian quarterback, Sonny Six Killer, the one who had demonstrable Indian blood. Roman Gabriel Fury often wished that his name was Sonny Six Killer Fury. With a name like that, Roman knew that he could have become a warrior.

"Mr. Furry," said the CAT secretary, mispronouncing his name for the third time, adding an extra *r* that changed Roman from an angry Indian into a cute rodent. She sat behind a small desk. She'd worked for CAT for ten years. She'd never taken any of their tests. Roman sat in silence. He hated wooden chairs.

"Mr. Furry," she said.

"I'm not a hamster," said Roman.

"Excuse me?"

"My name is not Furry. It's not Hairy or Hirsute either. My name is Fury, as in righteous anger."

"You don't have to be so impolite."

"You don't have to mispronounce my name."

"Well, Mr. Fury," she said, feeling somehow smaller in the presence of a boy who was twenty years younger. "You can go in now. Mr. Williams will see you."

"Assuming that he has eyes, I'm sure that's an anatomical possibility." Roman stepped into another office and sat in another wooden chair across a large oak desk from Mr. Williams, a white man who studied, or pretended to study, the contents of a file folder.

"Hmmm," said Mr. Williams, as if the guttural were an important part of his vocabulary.

"Yes," said Roman, because he wanted to be the first one to use a word actually found in *Webster's Dictionary,* Ninth Edition. "Well," said Mr. Williams. "Let me see here. It says here in your file that you're eighteen years old, a member of the Spokane Tribe of Indians, valedictorian of Wellpinit High School on said reservation, captain of the chess, math, history, and basketball teams, accepted on full academic scholarship to St. Jerome the Second University here in Spokane."

"Yes," said Roman, with the same inflection as before. "That's quite the all-American resume, Mr. Fury."

"No, I think it's more of an all-Native American resume."

Mr. Williams smiled. His teeth, skin, and pinstriped suit were all the same shade of gray. Roman couldn't tell where the three-season wool ended and where the man began.

"Roman Gabriel Fury," said Williams. "Quite an interesting name."

"Normally, I'd say thank you, sir, but I don't think that was a sincere compliment, was it?"

"Just an observation, young Mr. Fury. I am very good with observation. In fact, at this very moment, I am observing the fact that your parents are absent. A very distressing observation, to be sure, considering our specific request that your mother and father attend this meeting with you."

"Sir, my parents are dead. If you'd read my file in its entirety, you might have observed that."

Mr. Williams's eyes flashed with anger, the first display of any color. He flipped through the file, searching for the two words that would confirm the truth: *deceased, deceased.*

At that moment, if Roman had closed his eyes, he could have seen the yellow headlights of the red truck that smashed head-on into his father's blue Chevy out on Reservation Road. He could have remembered that his father was buried in a brown suit. At that moment, if Roman had closed his eyes, he could have seen his mother's red blood coughed into the folds of a white handkerchief. Roman was three years old when his mother was buried in a purple dress. He barely remembered her.

"Yes," said Mr. Williams. "I see now. Your grandmother has been your guardian for the last three years. Why didn't she come?"

"She doesn't speak much English, sir."

"And yet, you speak English so well,

speak it well enough to score in the ninety-ninth percentile in the verbal section of our little test. Quite an amazing feat for someone from, well, let's call it a modest background."

"I've never been accused of modesty."

"No, I would guess not," said Williams, setting the file down on his desk. He picked up a Mont Blanc pen as if it were a weapon. "But I guess you've been called arrogant," added Williams. "And, perhaps, calculating?"

"Calculating enough for a ninety-nine on the math section of your little test," Roman said. He really hated wooden chairs.

"Yes, indeed," said Williams. "A nearly perfect score. In fact, the second-highest score ever for a Native American. Congratulations."

"Normally, I'd say thank you, sir, but I don't think that was a sincere compliment, was it?"

Mr. Williams leaned across his desk, straightened his back, placed his hands flat on either side of his desk, took a deep breath, exhaled, and made himself larger. He owned all ten volumes of Harris Brubaker's *How to Use Body Language to Destroy Your Enemies*.

"Son," said Williams, using what Brubaker considered to be the second-most effective diminutive. "We've been informed there were certain irregularities in your test-taking process."

"Could you be more specific, sir?"

"You were twenty minutes late for the test."

"Yes, I was."

"I also understand that your test-taking apparel was, to say the least, quite distracting."

Roman smiled. He'd worn his red, yellow, white, and blue grassdance outfit while taking the test — highly unusual to say the least — but he had used two standard number-two pencils, as specified in the rule book.

"There's nothing in the rule book about a dress code," said Roman.

"No, no, there's not. But I certainly would enjoy an explanation."

"My grandmother told me your little test was culturally biased," said Roman. "And that I might need a little extra power to do my best. I was going to bring my favorite drum group and let them sing a few honor songs, but I thought the non-Indians in the room might get a little, as you say, distracted."

"Power?" asked Williams, using Harris Brubaker's favorite word. Roman stood and leaned across the desk. He'd read Brubaker's first volume, had found it derivative and ambiguous, and never bothered to read any of the others.

"Well, you see, sir," said Roman. "The thing is, I was exhausted from having to walk seventy-five miles to get from my reservation to Spokane for the test, because my grandmother and I are too poor to afford a dependable car."

"You hitchhiked?" asked Williams.

"Oh, no, hitchhiking would mean that I actually got a ride. But people don't pick up Indians much, you know?"

"Do you expect me to believe you walked seventy-five miles?"

"Well, that's the way it is," said Roman. "Anyway, I get to the city, but then I have to run thirty blocks to get to the private high school where they're giving the test, because I had enough money for lunch or a bus, but not both, and sometimes you have to make hard choices.

"And then, once I got to the private high school, I had to convince the security guard, who looked suspiciously like a member of the Seventh Cavalry, that I was there to take the test, and not to vandalize the place. And hey, thank God I wasn't wearing my grass-dance outfit yet because he might have shot me down on the spot."

"Anyway, once I got past him, I was, as you observed, twenty minutes late. So I ran into a bathroom, changed into my grass-dance outfit, then sat down with your little test, realizing belatedly that I was definitely the only Injun in the room, and aside from the black kid in the front row and the ambiguously ethnic chick in the back, the only so-called minority in the room, and that frightened me more than you will ever know."

"But I crack open the test anyway, and launch into some three dimensional calculus problem, which is written in French translated from Latin translated from the Phoenician or some other God-awful language that only white people seem to find relevant or useful, and I'm thinking, I am Crazy Horse, I am Geronimo, I am Sitting Bull, and I'm thinking the required number-two pencil is a bow and arrow, that every math question is Columbus, that every essay question is Custer, and I'm going to kill them dead."

"So, anyway, I'm sure I flunk the damn test, because I'm an Indian from the reservation, and I can't be that smart, right? I mean, I'm the first person in my family to ever graduate from high school, so who the hell do I think I am, trying to go to college, right? So, I take the test and I did kill it. I killed it, I killed it, I killed it."

"And now, you want to take it away from me, a poor, disadvantaged, orphan minority who only wants to go to the best college possible and receive an excellent Catholic, liberal arts education, improve his life, and provide for his elderly, diabetic grandmother who has heroically taken care of him in Third World conditions."

"And, now, after all that, you want to take my score away from me? You want to change the rules after I learned them and beat them? Is that what you really want to do?"

Mr. Williams smiled, but none of his teeth showed.

"I didn't think so," said Roman as he turned away from the desk. He stepped through one door, walked past a woman who'd decided to hate him, and then ran.

"The Toughest Indian in the World" is reprinted with permission from the publisher of Alexie, S. (2000). *The Toughest Indian in the World*. New York: Grove Press.

LESSON SEVEN THE COMMON GROUND

Student Outcome

Student will compare leadership and self-advocacy skills.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 7.1: "The Ultimate Self-Advocate is a Leader"
- Handout 7.2: "The Common Ground: Self-Advocacy and Leadership"
- Writing utensils
- Overhead transparencies (blank)
- Overhead pens
- Overhead projector

Before You Begin

- Make copies of handouts for students.
- As a culmination to this activity, you may want to ask a leader from the community to come into class and discuss the connection in his/her life between being a self-advocate and being a leader. If so, allow students to ask questions. Make arrangements for speaker to visit with students.

Directions

1. Ask students to name qualities of good leaders that they know from their communities currently or historically. Write these qualities on the left half of an overhead transparency so all can see. Draw a line down the middle of the overhead transparency.
2. Ask students if those leaders they have referred to are good self-advocates in their opinion. Why or why not?

3. Ask students what qualities these leaders exhibit that show that they are good advocates for themselves and the community. Write these qualities on the right half of the transparency in a different color.
4. Give students a copy of Handout 7.1: "The Ultimate Self-Advocate is a Leader" and ask the students if there are qualities listed on the handout that they would like to add to the transparency. Have students write names of people from their community or support circle that fit the leadership qualities.
5. Ask the students to look at the transparency and look for any connection between the qualities of a leader and the qualities of a good self-advocate. (For example, if one of the responses is that a leader is focused and a response for a good self-advocate is that he/she follows a plan of action to complete a task, those two skills are essentially the same and they should be circled together in one circle.) Have students volunteer to come up and connect those that the group agrees relate to each other by circling them together on the transparency.
6. Give each student a copy of Handout 7.2: "Common Ground: Self-Advocacy and Leadership".
7. Tell students you want them to complete their own chart in the same way they have just completed the chart together with you on the transparency.
8. Ask students to share their results with the group.

Discussion

1. How are advocacy skills and leadership skills similar? Different?
2. Can you have one set of skills without the other? Why or why not?
3. In what areas do students feel they need to improve or expand their skills? What types of support would they like in that process?

Closure

Journal/Community Circle — What leadership skills do you think are the most important in your community? Why?

THE ULTIMATE SELF-ADVOCATE IS A LEADER

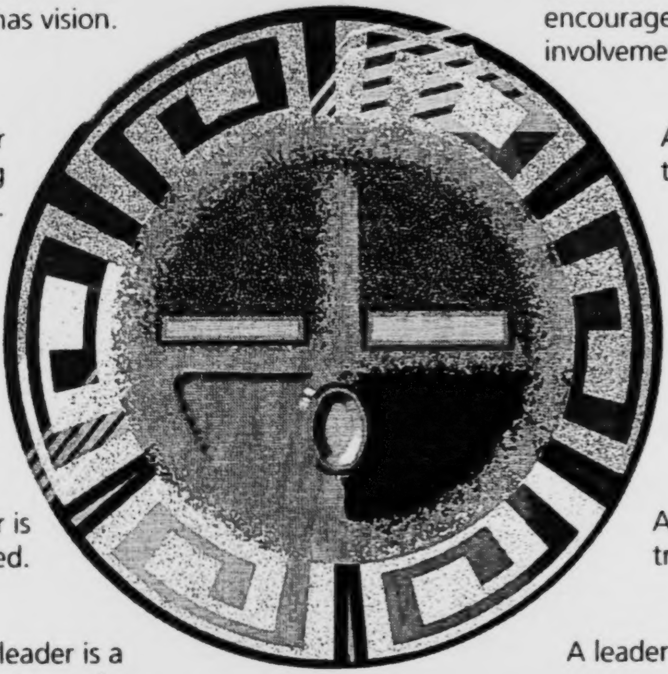
A leader shows responsibility to and for the larger group.

A leader has vision.

A leader encourages involvement.

A leader sees the big picture.

A leader teaches.



A leader has new and creative ideas.

A leader has a sense of humor.

A leader is focused.

A leader is trustworthy.

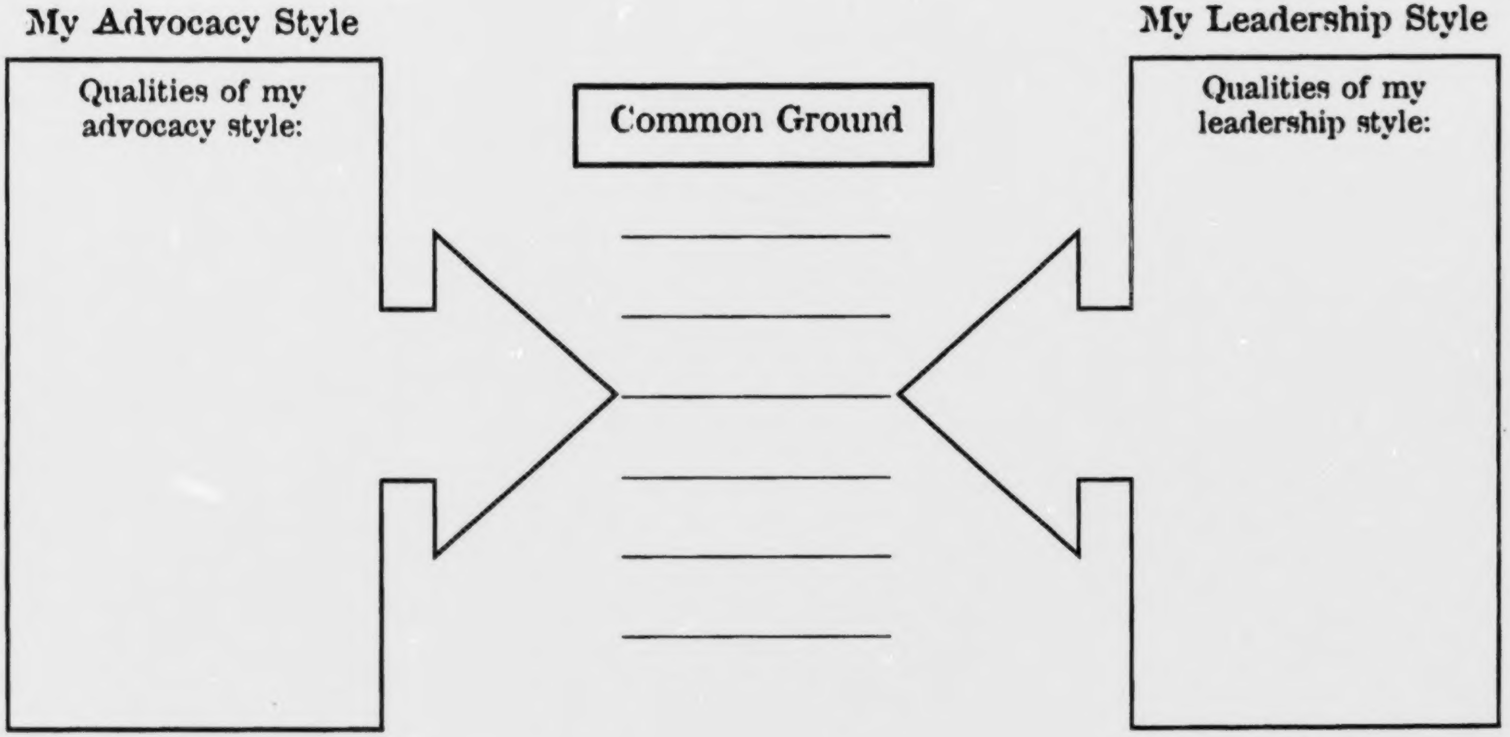
A leader is a decision maker.

A leader handles pressure well.

A leader has self control.

WHO IN YOUR COMMUNITY?

The Common Ground: Self-Advocacy and Leadership



My Advocacy Style

Qualities of my advocacy style:

Common Ground

My Leadership Style

Qualities of my leadership style:

UNIT 3: PROBLEM-SOLVING

LESSON ONE WHAT IS PROBLEM-SOLVING?

Student Outcome

Student will identify steps of problem-solving.

Portfolio Placement

NA

Time Frame

15-20 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Steps to Problem-Solving"

Before You Begin

- Make copies of handout for students.

Directions

1. Give each student a copy of Handout 1.1: "Steps to Problem-Solving."
2. Discuss the steps with students.
3. Ask students for an example of a problem to be solved. Use the example to work through the various steps.

Discussion

1. What step seems like it would be the most difficult to complete?
2. What steps do you already use to solve problems in your life?
3. How do you think you could use problem-solving in a small group? Large group? Why would it be different with different groups?

Closure

Journal/Community Circle — What problem have you recently faced or are facing that you could use the steps to solve?

Steps to Problem-Solving

1.

Identify the problem.
(What is it?)

2.

Identify possible causes of the problem.
(Why is the problem present?)

3.

Make a list of possible solutions to the problem.
(What could I do?)

4.

Considering the positive and negatives of each solution,
choose the most appropriate solution.
(What's the best idea?)

5.

Design a plan to use the solution.
(What do I need to do?)

6.

Carry out the plan for solving the problem.

7.

Evaluate the results of the solution chosen for the problem.
(Did it work?)

LESSON TWO GADGETS GALORE

Student Outcome

Student will use problem-solving steps to complete group exercise.

Portfolio Placement

N/A

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Steps to Problem-Solving"
- Construction paper
- Sticky labels (1" x 3")
- Safety pins
- Drinking straws
- Rubber bands
- Paper clips
- Scissors
- Envelopes

Before You Begin

- Prepare packets for groups. Each envelope should contain —
  - 1 drinking straw
  - 1 rubber band
  - 3 sticky labels
  - 2 squares of construction paper (3" x 3")
  - 2 paper clips
  - 1 safety pin
- Modifications: Different items can be used in the packets based on availability and access to the above-mentioned items as long as all the packets have the same contents.

Directions

1. Review the problem-solving steps sheet with the group.
2. Have the group count off into groups of three to four people and give each group a packet. Explain that each group will need to invent a household gadget using all the items contained in the envelope. (The envelopes are not included in the materials and should be collected.)
3. Allow 10-15 minutes for groups to complete their inventions. Instruct groups that the next task is to create an advertisement for their product including name of gadget, cost, unique features, etc.
4. Have groups share products and advertisements with the larger group.

Discussion

1. How did the problem-solving steps apply to this activity? Which steps did your group do? Didn't do?
2. What roles were established during the problem-solving process? Leaders? Communicators? Inventors?

Closure

Journal/Community Circle — How does this activity relate to your transition from high school?

LESSON THREE AND THEN THERE WERE FIVE...

Student Outcome

Student will use principles of consensus to solve problems.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group (Group size influences amount of time to complete activity.)

Materials Needed

- Handout 3.1: "And Then There Were Five..."
- Chart paper/white board
- Markers

Before You Begin

- Make copies of handout for students.
- Keep in mind that some students may have strong emotional reactions to the consensus process due to frustration with peers and the process of reaching consensus. Reflection time is critical for the success of the process.

Directions

1. Review process of problem-solving with students. Explain that the exercise today will utilize similar principles, but while coming to consensus. Discuss the difference between making a decision by consensus in contrast to voting (in consensus all members have to agree versus majority rules in voting).
2. Tell "And Then There Were Five" story: Ten people have been marooned on a deserted island. They have very little fresh water and only fruits and fish to eat. What five do you think will survive?
3. Give Handout 3.1: "And Then There Five..." to students. Tell students they need to select five people from the list to that they think will survive the longest. The students are to work on their own without discussing the list with peers. Questions can be answered by the facilitator at the facilitator's discretion.

4. Count students into groups so that you have **four groups**. Instruct students to share their selections with the members of their group. Tell students they will have 10 minutes to reach consensus of which five will survive on the island. Remind students that all members of the group must be in agreement to have consensus.
5. Combine the groups into **two groups** after 10 minutes. Repeat process reminding students that consensus must be reached on the five selected.
6. Ask group members to share their selections after 15 minutes. Record the people selected by each group. Have each group state reasoning for their choices. Continue process until full group consensus is achieved and five survivors are selected.

Discussion

1. How is building consensus different than other group problem-solving techniques you have done? Similar?
2. What was your reaction as the process continued?
3. How does the activity relate to your process of transition from high school?

Closure

Journal/Community Circle — What was the biggest compromise you made in the process of coming to consensus?

And Then There Were Five...

Stacy Stethoscope, age 43, medical doctor

Joan Deer, age 41, farmer

Barb BeQue, age 24, chef

Dr. Luke Warmwater, age 31, marine biologist

Ken Struction, age 56, builder

Jon E. Law, age 37, law enforcement

Ima Indebt, age 34, banker

Scott Sculpture, age 24, artist

Susan Shrinker, age 51, psychologist

Larry Lacrosse, age 29, professional athlete

LESSON FOUR

GROUP PROBLEM-SOLVING

Student Outcome

Student will work as a member of a cooperative learning group to solve problems.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Papers with problems written on them
- Slips of paper with roles
- 8 1/2 X 11" sheets of paper
- Masking tape
- Pencils
- Markers

Before You Begin

- Before the group meets, think of a series of problems in school that need to be addressed to make life easier for everyone. There should one problem for each student in the group. Write each problem on a sheet of 8 1/2 X 11" piece of paper. These problems should be those that have come up in the group or are typical of students their age. Examples are: Making nasty remarks about someone's clothing; the teacher won't listen to me; someone picks on a family member, etc.
- Also, before the group meets, write on small slips of paper a "role" for each student to play in a team and put them in a bag. Each participant draws out one slip. Depending on the total number of participants, you may have one group of four or several groups. There should be enough slips for the entire group and an equal number of each role to be played. The slips should read: RECORDER, LEADER, REFUSER, or ARTIST. Each team should be made up of four people, one of each of these roles. The recorder will write the ideas of the group down on notepaper; the leader will tell the group what to do; a refuser will refuse to

participate in the group but sits with the group; and the artist writes the final answers on the paper to be hung on the wall.

Directions

1. Review steps of problem-solving with students.
2. Explain the problems and roles associated with the activity to students.
3. Form teams around the room after the slips of paper are drawn with the "roles." Then each team is randomly given one of the problems (the leader draws one out of a hat). Each team is also given notepaper and two clean sheets of paper.
4. Ask each team to read their problem statement and then, as a team, brainstorms solutions and consequences for each. The recorder should write all the options of solutions and consequences down on notepaper. Each solution should be a positive solution. Next the group discusses the choices that have been written down and chooses which one, as a group, they think is the best solution and consequence. The artist writes these final choices on the paper provided.
5. Instruct students to have the leader tape their papers up on the wall: first the problem — across from it the solution — across from that the consequences.
6. Have students go around the room to read the other groups' situations and solutions.
7. Discuss each group's work. Ask students to give additional suggestions for each set other than their own.

Discussion

1. How did it feel to play the role you were assigned: the recorder; the leader; the refuser; the artist? If these are not your natural roles, how hard was it for you to stay in your assigned role? Which role was the hardest to "live with" in the group? Why?
2. How did the groups come to agreement? Were all the voices heard? Were all the ideas valued? Were people criticized for their ideas?
3. How would you do this activity differently if you did it again?

Closure

Journal/Community Circle — Which role would you like to play if you had a choice?

LESSON FIVE GETTING ALONG WITH ROOMMATES

Student Outcome

Student will delegate responsibilities to live together effectively.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 5.1: "Getting Along with My Roommates Planning Sheet"
- Writing utensils

Before You Begin

- Make copies of the handout for students.

Directions

1. Ask students if they have ever heard any "horror stories" about roommates living together in college. Ask them to share them.
2. Tell students that most problems of living with strangers occur when there is poor communication and lack of planning to solve the problems that are sure to arise.
3. Tell students you are going to break them up into groups and they are to pretend that the members in their group are going to be their roommates for the next year in a large house on campus at a large university.
4. Give each group Handout 5.1: "Getting Along with My Roommates Planning Sheet."
5. Tell each group they have to come up with a plan for each of the situations listed on the worksheet and complete the plan in 20 minutes.
6. Tell the students the object of the activity is to make sure everyone participates, agrees with each plan for each situation, has a job in the house, pays their bills and respects the other roommates.
7. Tell the groups to stop at the end of 20 minutes.
8. Ask each group to share their worksheet and their plan.

Discussion

1. What were the conflicts that came up in the process? How did you resolve them?
2. What was the hardest part of the activity?
3. Were there additional situations you came up with that you had a plan for? What were they?
4. Did you feel like your ideas mattered and were counted? How did it feel if they were not? If they were?

Closure

Journal/Community Circle — In what other situations besides living with roommates could you use this strategy?

THEME 2•UNIT 3•LESSON 5•HANDOUT 5.1

GETTING ALONG WITH MY ROOMMATES
PLANNING SHEET

THE SITUATION	THE PLAN
What are the rules for borrowing other peoples' belongings?	The Rules:
How are we going to split the chores?	Cooking: Shopping: Cleaning: Washing clothes: Washing dishes:
What are we going to do about food and household items? (i.e.: buy your own, shop together, label our food and only eat what is ours, etc.)	The Rules:

How will we pay for utility bills and whose name will the bills be under? (electricity, gas, etc.)	Whose name? Why? Plans for paying bills?
How will we respect each other's personal space?	The Rule:
How will we deal with overnight guests (male, female, family, etc.)?	The Rule:
How will we solve the problem if someone does not follow these rules we have agreed upon?	The Plan:
How will we respect each other's sleeping patterns (i.e.: late night person versus and early to bed person)?	The Plan:
What rules will you set about smoking?	The Rule:
Other rules or plans:	

UNIT 4:
ORGANIZATIONAL SKILLS

LESSON ONE

BUDGETING FOR COLLEGE

Student Outcome

Student will be able to complete a framework for basic money management.

Portfolio Placement

Monthly Expenses

Time Frame

30-40 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Personal Budget"
- Handout 1.2: "Budgeting for College"
- Average cost of living listing from local area
- Writing utensils
- Notepad

Before You Begin

- Make copies of handouts for students.
- Find out average cost of living expenses for your area from your city or county offices. Request information that would be appropriate for students in your area.

Directions

1. Provide students with Handout 1.1: "Personal Budget."
2. Review the line items on the budget worksheet with the students and discuss the expenditures that they would see as relevant to their lifestyle and needs.
3. Have each student fill in a budget worksheet listing what they would see as an adequate dollar amount for each line item.
4. Give students Handout 1.2: "Budgeting for College." Provide a list of the average cost of living for an area that the students may be looking at working, living, or attending postsecondary education in (such a list may be acquired through internet resources such as real estate Web sites, city chambers of commerce, state or local housing agencies).

5. Compare the list of expenditures that the students have developed with the current cost of living information provided by city, state or region being considered for this budget.
6. Discuss any disparities that may be evident in each student's budget and the solutions needed to keep a balanced monthly cash flow.
7. Make a list of steps needed to complete the research and to develop a complete monthly budget.

Discussion

1. How close were you in your estimates of your monthly budget?
2. What areas in your budget had you not previously considered as being necessary expenditures prior to completing this activity?
3. What other areas of expenses do you anticipate that were not included or discussed?
4. What will you do in the future to prepare yourself for responsible money management as you consider postsecondary education options?

Closure

Journal/Community Circle — How does this activity relate to your transition?

Personal Budget

Date________________________

Income	Monthly Amount	Percent
Net pay		
Investments		
Interest		
Other		
Total income		

Fixed Expenses	Monthly Amount	Percent
Rent or mortgage		
Car payments		
Credit card payments		
Telephone		
Utilities (gas, electricity)		
Taxes		
Child care		
Cable TV		
Insurance (personal and property)		
Other		
Total fixed expenses	**$0**	

Variable Expenses	Monthly Amount	Percent
Food		
Clothing		
Transportation (including car and taxis)		
Vacation		
Tuition and schooling		
Babysitting		
Other		
Total variable expenses	**$0**	

Total fixed and variable expenses	
Difference between income and expenses	**$0**

Budgeting for College

Summary	**Month:**	**Calendar Year:**	**Monthly Total**
Opening cash on hand		$0	
Total income			
Total expenditures			
Net cash flow			
Ending balance		$0	$0

Income		
Wage/salary		
Scholarship		
Financial aid		
Other income		

Expenditures		
College tuition		
Books		
Misc. class fees		
Travel & recreation		
Taxes		
Rent/mortgage		
Maintenance/repairs		
Furniture/appliances		
Credt card/other loans		
Groceries & other food		
Health care/medical costs		
Clothing		
Auto insurance		
Auto repairs & fuel		
Utilities (power, heat, etc.)		
Telephone & cable TV		
Subscriptions/memberships		
Charitable contributions		
Other		

LESSON TWO MONTHLY PLANNING

Student Outcome

Student will be able to complete monthly planning for a college course.

Portfolio Placement

NA

Time Frame

45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 2.1: "Sample Course Syllabus"
- Handout 2.2: "Monthly Calendars"
- Writing utensils

Before You Begin

- Make copies of handouts for students.
- If possible, invite current college student to participate in activity.

Directions

1. Give each student a copy of Handout 2.1: "Sample Course Syllabus."
2. Read through each section of the syllabus with the students. You may want to make a copy of this on an overhead transparency. Discuss the differences between high school and college courses. Highlight facts such as a college course does not meet everyday, that large assignments are given at the beginning of the course with set deadlines, etc. Share personal experiences as appropriate.
3. Highlight the teacher's office hours, phone and e-mail address. Explain to students that this is when and how they should contact the teacher when they have questions about assignments, etc.
4. Explain to students what a teaching assistant is and that often this is the key person to get help from during the course. Tell students to find out who the lead instructor is and the key source for assistance early in the course. Have students note also at the end of the syllabus the study assistance times and the

notice to identify themselves if they have a disability and need special accommodations. Emphasize that these are opportunities that they must act on themselves.

5. Explain that the text and materials section describes the materials they must purchase (usually) at the bookstore. Remind students that buying books early is important so they do not get behind. Tell students to take their syllabus to the bookstore to ensure they get the correct texts.
6. Explain that the course description, goals, and objectives give an overview of what is to be covered in the course.
7. Give students copies of Handout 2.2: "Monthly Calendars."
8. Divide students into groups of two or three. Have students look at the requirements and put those due dates on their calendars. Tell students there are some errors in the dates that have been put there on purpose. Tell students this often happens when a teacher does not update their syllabus carefully and they need to ask for clarification on any errors they find. Offer incentives for students to find the errors (candy, etc.)
9. Discuss the evaluation and the grades. Ask the students to decide, based on the percentage of the grade, which areas of their performance are going to be the most important. Ask them how this should influence their study time.
10. Have students look again at the calendars and write in study times they will schedule for themselves based on due dates and the importance of each assignment. Emphasize that the dates they are not in class are days to be working on class assignments, and that this is part of budgeting their time.
11. Ask students if they are given credit for attendance. If not, explain that in many classes this is the case, so they should make note of that and be sure to attend all classes.

Discussion

1. What do you think the differences are between high school and college as it relates to the coursework, class time, and responsibilities expected of you as the student?
2. What do you think will be the most difficult part of following a syllabus?
3. What is the importance of self-advocacy and asking for what you need when you are in college? How is it related to the syllabus schedule and course expectations/requirements?
4. What family and community resources do you think you would need to access to be successful in this course?

Closure

Journal/Community Circle — What do you think the biggest difference will be between college and high school courses?

Sample Course Syllabus

Psych 110: Introduction to Psychology — 4.0 Credits
Tues.–Thurs. 3:00-5:00 — Fall Semester 2001 — 822 Monty Hall

Instructor:	Virginia Reel, Ph.D.
Office:	876 Monty Hall
Office Hours:	M,T,W 8:00–10:00 a.m. and Thursdays by appointment
Phone:	555-1234
E-mail:	*vreel@rschool.edu*
Teaching Assistant:	Anna Tarantella
Office:	875 Monty Hall
Office Hours:	T, Th, F 10:00 a.m.–12:00 p.m.
Phone:	(w) 555-3875 (h) 556-7021, between 4:30–8:00 p.m./or leave message
E-mail:	*atarentella@rschool.edu*

TEXT and MATERIALS:

Wade, C. and Tarvis, C. (2000). *Psychology.* (6th ed.). New York: Harper Collins.

Werthman, M. S., (2000). *Psychology: The Study of Human Behavior Telecourse Guide.*

The Telecourse Guide outlines the objectives for each chapter and includes self-tests. Videotapes accompany the guide. Please contact Anna to schedule videotape viewing.

DESCRIPTION:

Psychology is the science of behavior and mental processes. This 13-week course provides a survey of the methods psychologists use to study human behavior and the theories and findings drawn from this research.

GOALS:

1. Understand the scientific method as used in psychology.
2. Identify the main branches of psychological study.
3. Apply psychological theory and research findings to explain everyday phenomena.

OBJECTIVES:

1. Give a definition of psychology and how it differs from other social and biological sciences.
2. Utilize the scientific method and know how to conduct psychological research.
3. Define psychological terminology, concepts and theories and explain the reasoning behind recent research.
4. Have the ability to conduct scientific psychological research by means of the World Wide Web as well as the traditional research methods.

BEST COPY AVAILABLE

REQUIREMENTS:

1. All students will participate in two psychological experiments conducted in the Psychology Department. You must schedule these yourself with Anna, the teaching assistant. The first experiment must be during the 4th week of class, the second during the 6th week of class. Contact Anna to schedule your experiment dates.
2. A written midterm covering the first 6 chapters of the text on October 3.
3. A final written examination on December 5 (covers chapters 7–12 only)
4. A 10 page written paper covering a topic to be determined with the teacher.

A number of assignments will be conducted over the Internet. This will consist of research in current psychological studies and information on leading contributors to the field of psychology. Internet course work will be located at: *http://www.rschool.edu/psych1101.html*

Students must have access to a computer with internet capabilities, a web browser (Netscape 4.0 or Internet Explorer 5.0), a word-processing program compatible with Word 6.0, and an e-mail account that supports file attachments. Computer rooms are located in a number of areas around campus. You may set up a free campus e-mail account at the Computer Support Services Office, 211 Astaire Hall.

All students must attend at least five small group discussion sessions and participate in these small groups. You will be assigned to a discussion group during the second week of the semester.

EVALUATION:

Grades will be based on your performance:

Midterm:	20%
Experiments:	10% each (20% total)
Final exam:	20%
Internet assignments:	20%
Paper:	20%

GRADES:

A = 100% – 92%
B = 91% – 84%
C = 83% – 75%
D = 74% – 65%
F = below 65%

STUDY ASSISTANCE:

Tuesday and Thursday, 7:00 p.m.–9:00 p.m., Monty Hall, Room 822. Tutoring will be available, check with Anna.

SPECIAL NEEDS:

If you have any special needs that may require modifications or accommodations, see the instructor the first week of class to make arrangements.

20____ **September** 20____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

20____ **October** 20____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

20____

November

20____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

20___

December

20___

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

LESSON THREE

TIME MANAGEMENT

Student Outcome

Student will be able to organize a schedule of work, family, and school.

Portfolio Placement

NA

Time Frame

30-40 minutes

Size of Group

Large or small group

Materials Needed

- Handout 3.1: "Time Management Scenario"
- Handout 3.2: "Time Management Tips"
- Handout 3.3: "Weekly Schedule"
- Overhead projector
- Overhead projector pens
- Blank transparencies
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Give students Handout 3.1: "Time Management Scenario." As a group, read the time management scenario about Ed and discuss the key activities in Ed's life that take up his time: school, study, work, and family. Discuss which of these activities are "fixed"— have a set time frame he has to follow — and which are "flexible"— he can fit them into his own schedule.
2. Go over Handout 3.2: "Time Management Tips" and discuss how the points could be useful to Ed in his planning as well as the students in their planning of their time.
3. Divide students into groups of two or three. Tell students to work together to complete a one-week schedule/time plan for Ed using Handout 3.3: "Weekly

Schedule" and Handout 3.2: "Time Management Tips." Students should start with the "fixed" activities and then fill in the Weekly Schedule with the "flexible" activities. Tell students to be sure to include time to eat and sleep.

4. Gather as a large group and discuss the ideas of the groups.
5. Construct a combined Weekly Schedule on the overhead by discussing and combining the best of each student's ideas based on each group's schedule.
6. Give students another blank copy of Handout 3.3: "Weekly Schedule."
7. Ask the students to make their own Weekly Schedule for their schedule for one week referring to Handout 3.2: "Time Management Tips" and making sure they start with the "fixed" activities and then add the "flexible" activities.
8. Discuss the individual time plans with each student.
9. Discuss with the group other ways that they can organize their time other than the time plan. Show students other samples such as annual calendars, academic plan books, wall charts, etc.

Discussion

1. Which method of organizing your time works best for you?
2. How do you typically plan your time? Do you plan your time? How do other adults in your life plan based on your observations?
3. What are traditional ways of organizing time and work, based on the seasons and tasks to prepare for ceremonies and seasonal activities?
4. How can you keep a balance in your life when your schedule is really full?

Closure

Journal/Community Circle — How well do you manage your time? What could you improve? Keep the same?

Time Management Scenario

Ed is a 19 year-old student who just entered his senior year of high school. He will graduate from the high school in the spring. He missed a year of high school because he was working to earn money for his family. He also felt he was burned out. Now he wants to finish high school and move on.

Ed has been working at an auto body shop and really likes the work. He has decided he wants to learn the skills at a technical college to be better at his work. Ed is a father and is living with his girlfriend, Joan, in an apartment building that they are managing.

He enrolled for 13 credits this fall. He still works 20 hours a week at the auto body shop. Ed has always had a very difficult time organizing and prioritizing his time. It is now November of his first semester in school. He is realizing that he is overwhelmed. He needs help with time management. He comes to you, as his advisor, and asks for help.

Ed tells you that his boss at the body shop does not want to lose him and can be somewhat flexible with Ed's work hours, but he still needs him 20 hours a week. The apartment manager job that he shares with Joan takes about 10 hours a week. He takes over childcare responsibilities for their 13-month old son 3 nights a week so Joan can take night classes. Ed says he needs to study about 10 hours during the week and about 6 hours on the weekend. He is also in a bowling league with the guys on Saturday nights.

How can you help Ed organize his time? Use the time management chart to help. Come up with a schedule for Ed where he can balance his life.

TIME MANAGEMENT TIPS

Time management means managing yourself so you can make the best use of your time to be able to do all you HAVE to do and all you WANT to do! Managing your time helps you separate the "fixed" activities — those you are scheduled at a specific time to do — and the "flexible" activities — those you can decide when to do. Knowing how to manage the fixed and the flexible activities gives you more balance in your life.

Fixed commitments are activities such as: classes, sleeping, eating, work. Flexible commitments are activities such as: study time, homework, social events, time spent with friends, and relaxation time. You can divide everything you do in to these two categories!

When managing your time, start with small steps. Plan just for today first. Then reward yourself when you accomplish what you planned to do today. Tell yourself how great it feels to finish what you set out to do — even if it is just for today.

TIPS TO BE A GOOD TIME MANAGER

☐ Figure out where your time goes.

☐ Make a list of your fixed commitments and your flexible commitments.

☐ Prioritize. (That means know what is important!)

☐ Know when you are at your best and when you are not!

☐ Control interruptions.

☐ Break tasks down into steps and take a break between steps.

☐ Use waiting time effectively. Read a book, write a "To Do" list.

☐ Don't cram at the last minute. Give yourself plenty of time to study for a test.

☐ Do the hard activities first. That way you have the most energy for the hardest tasks.

☐ Don't demand that you be a perfectionist. Everything you do doesn't have to be perfect. Many people get stuck and don't finish because they are never satisfied.

☐ Be sure you know the instructions of the task before you begin. You can waste a lot of time if you race into the work and do it wrong. Start carefully and accurately.

Continued on back

- ☐ Take good care of yourself. Eat right. Get enough sleep. Exercise.
- ☐ Plan creative and fun time. Make time for the activities you enjoy. They are your rewards for work well done.
- ☐ Don't say "yes" to too much. Be careful to not over commit yourself to friends, family, or work. You must prioritize and stick to those priorities.

Weekly Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							

LESSON FOUR RESOURCE LIST

Student Outcome

Student will organize information about key resource people.

Portfolio Placement

Support Circle

Time Frame

20-30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 4.1: "Resource List"
- Overhead projector
- Blank transparencies or a chalkboard and chalk
- Telephone and local resource directories
- Telephone

Before You Begin

- Make copies of the handout for students.
- Modifications —
    - Assist students in completing their list if they have difficulty writing.
    - Help students look up their resources if they have difficulty using resource books/materials.
    - Enlarge the print and widen the lines for students with visual difficulties.

Directions

1. Ask students to think of the people in their lives that are their key resources for information about their family, school, emergency personnel, medical personnel, transportation, and others (i.e, parents, counselors, doctors, teachers, etc.). Make a generic list of those individuals on an overhead transparency or chalkboard as they are listed.
2. Pass out Handout 4.1: "Resource List."

3. Ask students to fill in their "Resource List" with all the key people in their lives in the categories that apply to them.
4. Offer assistance, telephone directories, and local resource directories as needed.
5. If possible, allow students to call resource people, family members, etc. as needed to complete their resource list.
6. Make a copy of each student's completed "Resource List." Have students put one copy of completed list in their personal portfolio (OS) and take one home.

Discussion

1. What is the value of having these names and resources all in one place?
2. What other similar organizational activities could you do to get your information together?
3. What does this activity have to do with the transition process?
4. How do you think you will use this information in the future?

Closure

Journal/Community Circle — What is your plan for keeping your resource list accurate and up-to-date?

Resource List

	Name	Address	Phone #	E-mail Address
Family				
1				
2				
3				
Instructors				
1				
2				
3				
Advisor				
Campus Police				
Hospital/Health Ctr.				
Doctor/Dentist				

	Name	Address	Phone #	E-mail Address
Campus Counseling				
Mechanic/Rd Service				
Landlord				
Employer				
Learning Resource Ctr.				
Neighbor				
Taxi/Bus Service				
Campus Library				
Public Library				
Campus Fax #s				

UNIT 5: COMMUNICATION SKILLS

LESSON ONE THE POWER OF NON-VERBAL COMMUNICATION

Student Outcome

Student will be able to describe elements of non-verbal communication.

Portfolio Placement

NA

Time Frame

20 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "The Power of Non-Verbal Communication"
- Writing utensils
- Chart paper
- Markers

Before You Begin

- Make copies of handouts for students.

Directions

1. Discuss with students the concept that much of what is communicated between people is done so in a non-verbal manner. Brainstorm and list possible ways in which people communicate non-verbally. Discuss traditional methods of communication in American Indian communities.
2. Give students Handout 1.1: "The Power of Non-Verbal Communication."
3. Talk with students about the emotions/feelings listed and how people may communicate using nonverbal methods.
4. Focus discussion on the idea that similar methods of nonverbal communication can be used to communicate very different emotions/feelings (i.e., crossed arms across the chest may be sign of frustration or defensiveness). Discuss ways this may lead to miscommunication (i.e., misunderstanding of emotion being communicated).

Discussion

1. What have you learned from family or community members through non-verbal communication?
2. How often do you feel people misread your non-verbal communication?
3. What are ways that you communicate non-verbally?
4. Why is non-verbal communication important?

Closure

Journal/Community Circle — How does this activity relate to your transition?

The Power of Non-Verbal Communication

Non-verbal signals may indicate certain attitudes and feelings. List possible actions/non-verbal signals that people may use to convey the following feelings.

Aggression

Acceptance

Defensiveness

Frustration

Boredom

Nervousness

LESSON TWO REFLECTIONS

Student Outcome

Student will be able to explain the importance of verbal communication.

Portfolio Placement:

NA

Time Frame

30 minutes

Size of Group

Large or small group (Activity requires **even** number of participants.)

Materials Needed

- Handout 2.1: "Shapes"
- Handout 2.2: "More Shapes"
- Writing utensils
- Paper

Before You Begin

- Make copies of handouts.
- Students will work in pairs for the activity. Encourage students to work with someone in the group that they may not know very well.

Directions

1. Divide students into pairs. Have students sit back-to-back on the floor or on chairs.
2. Give one student Handout 2.1: "Shapes" and the other student a blank piece of paper and pencil. The student with Handout 2.1: "Shapes" needs to describe the layout of the design using words only. The student drawing may ask questions of the student giving directions.
3. Have students switch roles using Handout 2.2: "More Shapes" after 5-10 minutes. Repeat steps one and two.
4. Discuss the process with students focusing on the difference between verbal and non-verbal communication.

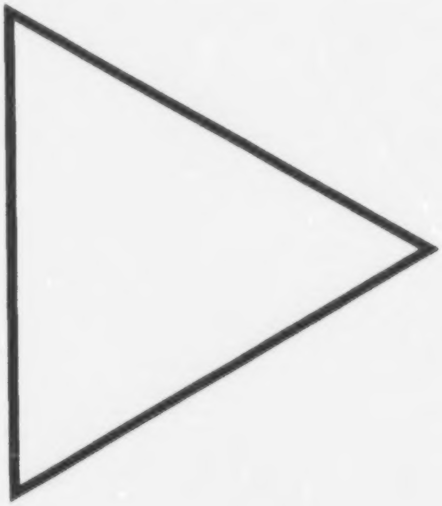
Discussion

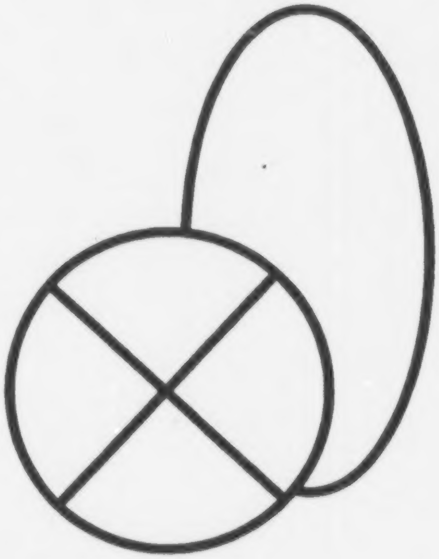
1. In what situations do you think verbal communication is important?
2. How did you communicate verbally?
3. Why is verbal communication important?

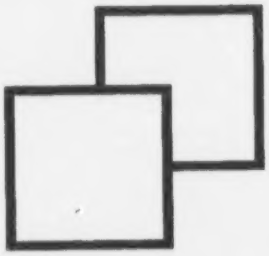
Closure

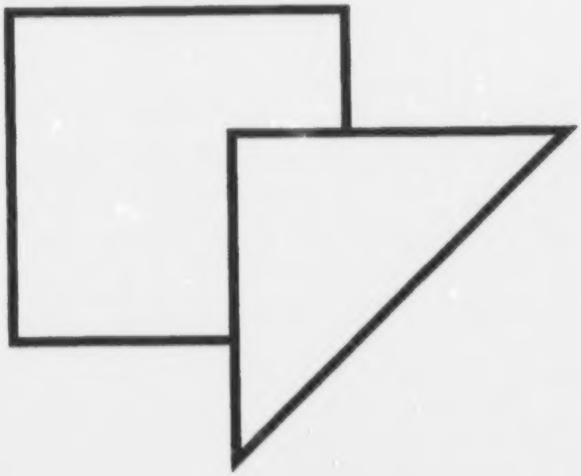
Journal/Community Circle — Was the activity easy or difficult? How and why?

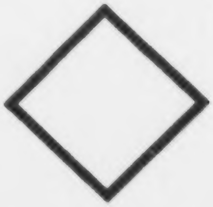
Shapes



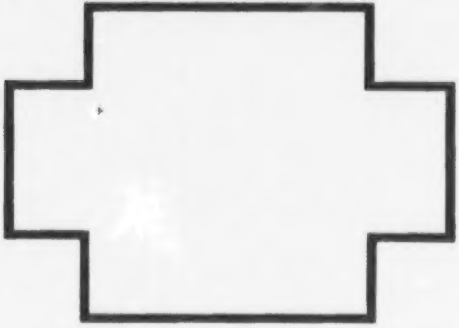


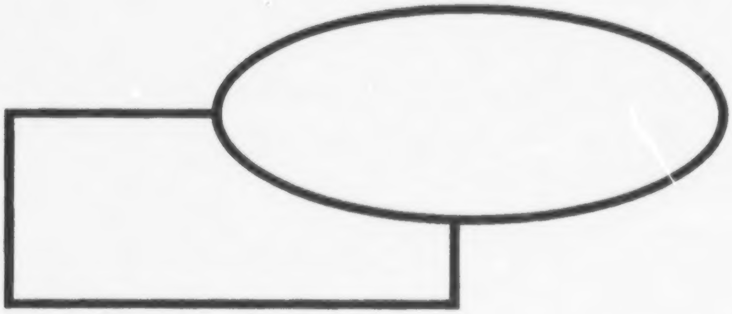


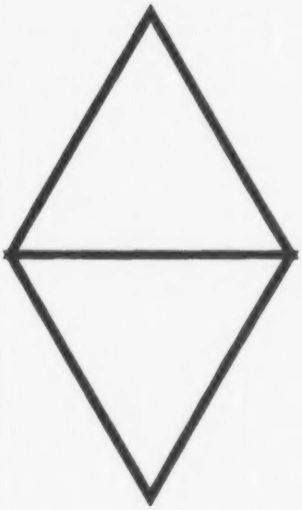




More Shapes







LESSON THREE

THE COMMUNICATION CHALLENGE

Student Outcome

Student will be able to describe how personal differences and experiences affect effective communication.

Portfolio Placement:

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Paper
- Writing utensil
- Note cards/3 x 5 cards
- Word list

Before You Begin

- Write the following words on note cards, one word per card —
  - Family
  - Feather
  - Neighborhood
  - School
  - Graduation
  - Running
  - Orange
  - Ice cream
  - Birthday
  - Powwow
  - Bridge
  - Ant
  - Valentine's Day
  - Laughing
  - Sad
  - Angry
  - Drum
  - Snow
  - Celebration
  - Beach
  - Singing
  - Crying
  - Dancing
  - Afraid
  - Happy
  - Sunset
  - Flute
  - Upset
  - Branch
  - Apple
  - Fork
  - Tree
  - Shawl
  - Sandwich
  - Flashlight
  - Bird
  - Fan
  - Flower
  - Candle
  - Candy
  - Elephant
  - Light bulb
  - Key
  - Jingle dress
  - Snowflake
  - Friend
  - Party
  - Fry bread

- Students will work in pairs for the activity. Encourage students to work with someone in the group that they may not know very well.

Directions

1. Divide large group into pairs. Explain to students that the activity is similar to a drawing game where one student is the drawer and one is the guesser. Have teams decide who will draw first and who will guess first.
2. Show a word card with the name of an object to draw to the student drawing. The participant is to draw the picture without speaking or looking at what he/ she is drawing. Based on the decision of the trainers, participants can close their eyes or blindfolds can be used. Within a time limit, the other team member must guess the object being drawn.
3. Repeat the process so that each member of the group has an opportunity to draw several pictures.
4. Explain that whether we communicate verbally or non-verbally, some concepts are simply more difficult than others to communicate because of varying levels of concreteness (ice cream cone versus excited), varying levels of meaning based on people's experiences (one's person image of a celebration may be different than someone else's), and varying levels of comfort (typically easier to communicate verbally and non-verbally with someone who you are closer to or with whom you share more commonalities).

Discussion

1. What was more difficult: being the person drawing the picture or guessing? Why?
2. How do you think the activity would have been different if the person drawing could have talked? Could have looked at what they were drawing?
3. How does this activity relate to your transition from high school?
4. How does this activity help you realize the importance of both verbal and non-verbal communication? People's different learning styles? Personal experiences?

Closure

Journal/Community Circle — What times in your life were you faced with not being able to verbally communicate what you were thinking? Feeling?

LESSON FOUR I WISH... I WONDER...

Student Outcome

Student will work as a member of the group to create collective writing sample.

Portfolio Placement

NA

Time Frame

45-60 minutes

Size of Group

Large or small group

Materials Needed

- Poem sentence starters
- 3x5 note cards
- Writing utensils
- Chart paper
- Markers

Before You Begin

- Write the following sentence starters on chart paper/white board —
  - I wish…
  - I hope…
  - I can…
  - I fear…
  - I need…
  - I wonder…
  - I feel…

Directions

1. Pass out a 3x5 card to each student.
2. Tell students that they need to write three sentences on their cards using one or more of the sentence starters listed on the board/chart paper. Instruct students to not include their names on the cards.

3. After students have written the sentences on the cards, post the cards around the room for the students to look at. Have students walk around the room and select three to five sentences for the group poem. (NOTE: If needed for purposes of time, the cards can remain posted until a later time and the activity can be completed then.)
4. Remove the cards from the wall and tally the sentences when students have finished selecting their favorite sentences. Use five to ten sentences depending on number of students in the group.
5. Read the selected sentences aloud and record on the board/chart paper.
6. Have students work as a group to determine the order of the sentences of the poem. Facilitate discussion and make suggestions as needed.
7. Type the poem and print a copy for each student.

Discussion

1. How does the activity relate to your transition?
2. How do you think the process worked? Why is it helpful to have more than one person complete the project?

Closure

Journal/Community Circle — What part of the poem do you think reflects you the most?

LESSON FIVE TELEPHONE LINE

Student Outcome

Student will identify elements of effective listening.

Portfolio Placement

NA

Time Frame

15-20 minutes

Size of Group

Large or small group

Materials Needed

- Handout 5.1: "Elements of Effective Listening"
- Chairs (One for each participant)

Before You Begin

- Make copies of handout for students.

Directions

1. Give each student a copy of Handout 5.1: "Elements of Effective Listening." Go through the six points with the students and discuss what they mean and why they are important.
2. Ask students to sit in a circle on chairs or on the floor.
3. Tell them they are going to play the game of "Telephone Line."
4. Tell them you are going to whisper something important into one participant's ear and they will whisper it to the person to their right, and that person will whisper it into the next person's ear, and so on until the message comes back to the person who started the message. Participants may **NOT** ask to have the message repeated. Those sending the message SHOULD whisper clearly and slowly.
5. When the message is whispered back to the first person, ask the first person to say the message they received out loud and the message they sent out loud.

Discussion

1. What do you think the point of this activity is?
2. Why do you think it is important to listen to messages carefully and make sure you understand before you share information?
3. What does this lesson have to do with listening skills?
4. How does this activity relate to your transition?

Closure

Journal/Community Circle — Ask students how this activity could relate to a real life situation. Ask for examples.

ELEMENTS OF EFFECTIVE LISTENING

Stop talking!!

Nobody can listen well and talk at the same time. Try not to be thinking about what you will say when the speaker is done; try to just listen carefully so you can really understand what is being shared with you.

Show the sender you want to receive.

Look towards the person who is talking. Try to listen well enough to repeat what the person says when she/he is done talking. By looking at people when they speak, you are indicating that you are interested in listening to what they have to say.

Remove distractions.

Don't doodle or play with something while someone is talking to you. If you allow yourself to become occupied with something while another person is talking, it may interfere with your concentration and send the message "I'm not listening."

Be patient.

Hold your reaction to what is being said. Don't respond until you have heard the whole story. If you interrupt, or if you become angry, you have lost your ability to be an effective listener.

Go easy on arguments and criticism.

If someone is trying to explain something to you and you are attempting to immediately argue or criticize, you have stopped listening and the explanation won't reach your ears. The person you are talking to may shut down or respond with arguments and criticisms as well leading to a breakdown in communication.

Ask pertinent questions.

When it is your turn to respond, you should clarify points you didn't understand. Be sure you understand what was said and ask if you are unsure.

LESSON SIX I NEED TO BE HEARD

Student Outcome

Student will use elements of effective listening.

Portfolio Placement:

N/A

Time Frame

30 minutes

Size of Group

Large or small group (Even number of students is necessary for activity.)

Materials Needed

- Handout 5.1: "Elements of Effective Listening"
- Handout 6.1: "I Need to Be Heard"

Before You Begin

- Make copies of handouts for students.

Directions

1. Review Handout 5.1: "Elements of Effective Listening" with students.
2. Explain to students that active listening is a very important part of their ability to communicate with others. Explain that it affects their relationships with elders, community members, family, peers, and significant others.
3. Assign students a partner to practice the art of listening.
4. Give each student a copy of Handout 6.1: "I Need to Be Heard."
5. Explain the rules, the game, and the open-ended statements to the students. You may want to do an example role-play situation with one of the open-ended statements to show the students how to do the activity.
6. Tell the students they are going to have 10 minutes to do this activity.
7. Have the students spread out around the room so they can hear each other.
8. After 10 minutes, tell the students to stop and come back together in one large group.

Discussion

1. How did you feel when you were the one talking and being listened to and asked questions of?
2. How did you feel when you were the one asking the questions?
3. How would the skill of active listening be useful to you in your transition?

Closure

Journal/Community Circle — What about this activity felt comfortable or awkward to you?

I Need to Be Heard

One of the greatest gifts you can give me is to listen to me.

The Rules

1. Listen to your partner. Affirm that you are listening by making positive sounds like "Mm-hm" or "I see" or "Yes." Don't interrupt and don't talk.
2. After your partner is done, paraphrase or restate what you think was said by saying something like: "Let me see if I understood what you were saying...."
3. Clarify what your partner said focusing on what was said and the feeling behind what was said. For example you could say: "You seem to be saying..."; or "The way I heard it, you said...."
4. Question openly focusing on the feelings and information to encourage your partner to give more information. For example you could say, "So, what do you think you are going to do about...?"

The Game

1. Take turns saying the open-ended statements below and finishing them the way you want to — being honest.
2. After your partner completes one of the open-ended statements below, you use the rules above to practice your active listening skills.
3. This may feel silly at first, but follow the rules! You will be amazed at how much better you listen and how much more your partner will share with you.
4. Now switch places. It is your turn to complete a statement and your partner's turn to be an active listener.
5. When you have each completed all the open-ended statements and used the rules with each other, you are finished.

The Open-Ended Statements

1. The hardest part of being in this program for me is...
2. What I want to do most with my life is ...
3. One of my family members worries me because...

Continued on next page

4. I get scared when I think about college because...
5. I feel best about my ability to...
6. The best thing I ever did in my life was...
7. The part of this program I have liked the most so far is...
8. The best teacher I ever had was good because...

UNIT 6: DIVERSITY AWARENESS

LESSON ONE PEOPLE SEARCH

Student Outcome

Student will identify personal biases, likenesses, and differences of group members.

Portfolio Placement

N/A

Time Frame

20-30 minutes

Size of Group

Large or small group (Works best in large group of people that do not know each other very well.)

Materials Needed

- Handout 1.1: "People Search"
- Writing utensils

Before You Begin

- Make copies of the handout for students.
- While the activity may be familiar to students, the purpose of using this activity in the diversity awareness unit is to get people to understand their biases by examining why they searched out certain people for certain questions. Discussion after this activity is critical in meeting the intended outcome.

Directions

1. Give students a copy of Handout 1.1: "People Search."
2. Have the students circulate around the room asking different students the questions listed on the worksheets. If a person can answer "yes" to the question, have the person initial or sign their name for that question. Students may only sign for one question per worksheet. Students may sign their name for one question on the worksheet.
3. Gather the group for discussion of the activity after 10 minutes.

Discussion

1. What did you learn that surprised you?
2. How did you choose the specific questions to ask each student? Why did you think to ask certain members of the group questions about _____?
3. How does this activity relate to your transition?

Closure

Community Circle — What bias do you think may have surfaced while completing the activity?

People Search

Directions: You will have 10 minutes to complete this activity. The goal is to fill as many lines as you can in the time allowed. You may sign your name on ONE of the lines. Each person in the group may sign only ONE line on your worksheet.

Find one person who...

Was born on a reservation ____________________

Can speak two languages ____________________

Lives in a home where no one smokes ____________________

Has been given an Indian name ____________________

Has more than five brothers and sisters ____________________

Is the oldest child in his or her family ____________________

Plays/played sports ____________________

Has a parent who did not finish high school ____________________

Has a room of their own at home ____________________

Traveled out of state last summer ____________________

Started applying to college ____________________

Attended a cultural event this month ____________________

Has more than two pets ____________________

Has a relative in college ____________________

Was born at home ____________________

Has a parent with a professional degree (doctor, lawyer, professor, etc.) ____________________

LESSON TWO A PLACE AT THE TABLE

Student Outcome

Student will develop an awareness of the struggles for justice in the U.S. across diverse cultures.

Portfolio Placement

N/A

Time Frame

60 minutes

Size of Group

Large or small group

Materials Needed

- Video: *A Place at the Table*
- Instructional package
- Monitor
- VCR

Before You Begin

- Make arrangements to obtain the video and instructional package *"A Place at the Table: Struggles for Equality in America."* It is an instructional package that includes a documentary video, an illustrated text, and a teacher's guide. The video explores the historical struggles for equality through the eyes of young people. The accompanying 144-page publication is designed to immerse students in the stories of people who overcame the odds to win against discrimination and injustice. The teacher's guide describes various ways to use the video and accompanying text.
- For ordering information, contact Teaching Tolerance at —

  Teaching Tolerance
  400 Washington Ave.
  Montgomery, AL 36104
  Fax: 334-956-8486
  www.tolerance.org
- Invitations to community members and elders could be sent to further enhance the activity. Speakers could relate their experiences and how they have dealt with them in a positive manner through humor and tenacity.

Directions

1. Explain to students that this video explores how America has and is still pursuing liberty and justice for all. Tell students that the narrators of the video are high school students from around the country, two of whom are American Indian.
2. Tell students that the video addresses the civil rights issues of many races in our country and this will give students exposure to many cultures.
3. Tell students the reason for viewing this video is to give students background for a discussion to be held after the video about the challenges that have faced peoples of our nation striving for civil rights.
4. Show the video to the group.
5. Ask students to compare and contrast the family stories they heard. Ask them how they compare with their life stories. Discuss the similarities and differences of these stories and the stories of family members of the group.

Discussion

1. How do the struggles of people from your reservation/tribe/community compare with these stories?
2. Why is it important to know and remember your family stories and those of your community? What is the value of remembering and knowing these stories?
3. How can your know more about your family/community stories of oppression/racism?

Closure

Journal/Community Circle — Reflect on one person's story from the video. What surprised you about their story? What questions would you like to ask the person?

LESSON THREE STRUCTURED INTERVIEW

Student Outcome

Student will identify aspects of diverse identity.

Portfolio Placement

N/A

Time Frame

30 minutes

Size of Group

Large or small group (Works best with even number of students.)

Materials Needed

- Handout 3.1: "Structured Interview"
- Paper
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Discuss the different aspects of diversity that exist or are identified. Explain that people identify themselves with more than one aspect of diversity. Tell students they are going to have an opportunity to explore one aspect of their identity during the activity.
2. Group students into pairs and pass out Handout 3.1: "Structured Interview."
3. Explain to students that for the activity they each need to identify one particular aspect of diversity that they identify with in some way.
4. Instruct students to take turns interviewing each other using the worksheet questions as a guide. Allow 5-10 minutes for each interview.

Discussion

1. How did you go about selecting the aspect of diversity for your interview?
2. What positive memories or messages did you receive about your identified area? What effect do you think negative messages have had on your life?
3. How does this activity relate to your transition from high school?

Closure

Journal/Community Circle — Who gives you the most positive messages about diversity?

The Structured Interview

Aspects of Diversity

Race

Social class

Gender

Culture

Age

Religion

Sexual orientation

Disability

Language

Choose one of the aspects of diversity that you identify with and answer the following questions.

1. What is your earliest positive memory of that aspect of diversity in your life?

2. What messages did you receive from significant people in your life (peers, parents, siblings, teachers, community leaders, elders, etc.) regarding that aspect of diversity?

3. Describe specific ways in which that aspect of diversity benefits you on a daily basis.

4. How will that aspect of diversity help you during life after high school? College? Career?

5. Imagine out loud how your life might be different if you did not have this aspect of diversity as part of your identity.

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THEME THREE:
THE CHOICE

INTRODUCTION

Theme Three: The Choice builds upon the previous two themes. In *The Choice*, students explore various post-high school options. These options are explored based on what students have learned about themselves in *The Discovery* theme and *The Framework* theme. It is essential that students have developed a deeper understanding about who they are and how they fit into their community and family when they explore their options for life after high school. Based on this information and the skill development from *The Framework* theme, students are now ready to explore the many options available to them.

In *The Choice*, students first learn about the concept of life planning, specifically the life planning involved in the transition process from high school to post-high school life. Students then explore postsecondary educational, career, and military options based on their understanding of themselves and what they value. By the time students complete *The Choice*, they will have had exposure to the many options available after high school and will have made a plan for the choice/s that best suit them.

STUDENT OUTCOMES

Unit I: The Vision

- Student will be able to discuss various post-high school options.
- Student will be able to evaluate personal interests.
- Student will be able to compare the differences between life today and 10 years from now.
- Student will complete an individual transition timeline.
- Student will complete specific steps in the transition process.
- Student will be able to compare postsecondary options.
- Student will be able to set short- and long-term goals.

Unit II: Postsecondary Education

- Student will compare the differences between high school and college.
- Student will be able to use various means of college exploration to determine the colleges that fit with personal interests and profile.
- Student will write a letter requesting college information.
- Student will complete a college site visit and reflect on appropriateness of site for meeting individual goals.
- Student will complete a college application.
- Student will be able to write a personal essay for college entrance and scholarships.
- Student will be able to organize applications for colleges.
- Student will be able to explain strategies to access funding for college.

- Student will be able to use resources to search for scholarships and financial aid.
- Student will complete sample financial aid applications.
- Student will be able to explain strategies for succeeding in college.
- Student will be able to ask specific questions of a mentor/sponsor.
- Student will be able to list expectations of the mentorship/sponsorship experience.
- Student will be able to identify key study strategies.
- Student will be able to follow written directions.
- Student will be able to effectively prepare for objective, essay, and oral examinations.
- Student will be able to take effective notes from lectures.

Unit III: Career Development

- Student will assess personal career interests.
- Student will be able to identify a personal style that fits a specific career area.
- Student will identify skills related to making career decisions.
- Student will be able to identify transferable, job-related, and adaptive skills as they relate to jobs.
- Student will match specific careers with career interests.
- Student will write a sample cover letter inquiring about employment.
- Student will create a resume.
- Student will be able to complete an employment application.
- Student will complete a job interview.
- Student will be able to identify appropriate interviewing skills.
- Student will practice job interview skills.
- Student will write a thank you letter following a job interview.
- Student will be able to describe specific skills that maintain and enhance employment.
- Student will use essential work-related telephone skills.
- Student will complete a work-based learning experience.

Unit IV: Military Training

- Student will be able to describe the differences in the various branches of military service.

UNIT 1: THE VISION

LESSON ONE INTRODUCTION TO LIFE AFTER HIGH SCHOOL

Student Outcome

Student will be able to discuss various post-high school options.

Portfolio Placement

N/A

Time Frame

60-120 minutes depending on inclusion of guest speakers

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "Life After High School"
- Community member who is a college graduate/college student
- Overhead projector
- Blank overhead transparencies
- Transparency pens

Before You Begin

- Contact former students of your school who are in college and invite them to come to class to share the changes they experienced in their transition after high school. Send them a copy of Handout 1.1: "Life After High School" as background information.
- Make copies of handout for all students and speakers.
- Keep in mind that the most influential decision-makers in the student's life are parents, family, and elders. Emphasize their involvement in the Theme 3 activities. A high percentage of the students you are working with will be first generation college students. Therefore, encourage students to invite those important to their decision-making into any of the activities throughout Theme 3, especially site visits, college panel discussions, and college/career exploration activities so that all involved will learn about postsecondary options together.

Directions

1. Discuss the changes that occur when students finish high school. Emphasize that for many this is the first time they will not be connected formally to a school setting. Another big change is the fact that the decisions they make to attend further training come from their own planning with family, community, and elder support. Discuss with students that planning while they are still in school will help them go through this transition much easier.
2. Refer students to Handout 1.1: "Life After High School." Read and discuss the handout together, emphasizing that there will be activities to explore the various options discussed during Theme 3 activities.
3. Emphasize the importance of student's future decision-making, not only for themselves, but also for their communities.
4. Introduce the guest speaker/s from the community who is/are college student/s or graduates. Have them talk about the process used to make their decisions to attend college and what benefits their education bring them and their community.
5. Invite students to ask questions of the visitor/s.
6. Discuss the six steps described in the handout for making the transition from high school to the next step.

Discussion

1. Where are you in your "six steps" for planning right now?
2. What did you hear from the speaker/s that was most helpful to you?
3. What steps did the guest speaker/s use from this list to make their transition?
4. How does this discussion relate to your transition planning?

Closure

Journal — Write about what you learned from the guest speakers that you can use in your transition planning. Who will you go to for future guidance? What supports will the person/people offer you?

Life After High School

There are many steps in planning for your life after high school. The years you have been in school from kindergarten (and some times Head Start and pre-school) through grade 12 have been fairly predictable. It is a very big step to leave the environment of your K-12 school years and move to the next step.

Why Go to College?

With a college degree, you can earn a higher salary. You often have a wider variety of job options and opportunities. It is predicted that from grade school through graduate school every year spent in school adds 16% to the average person's lifetime earnings. A two-year degree from a tribal college, community college, or technical school can increase your earnings by about 1/3. A four-year college degree can increase your earnings by 2/3!

Aside from earning more money, going to postsecondary school will help you learn more about yourself. You will learn to develop time management skills, strengthen your values and beliefs, gain knowledge in areas of interest and general areas (general studies/liberal arts), and you will have a wider view of the world and the options open to you in your life.

Postsecondary education also provides you with the opportunity to enhance your skills and those needed by your community to make your reservation a better place to live. Many of these graduates come back to their reservation to work for and with their people.

Why Go Into the Military?

Some individuals can benefit from the highly-structured, repetitive, and physically active regime of military life. Many feel this is a cost-effective (you get paid while you learn) way to acquire specific skills that are transferable into civilian life after military experience. An important benefit of military service is also the tuition benefits available to those who have served in the military. Individuals may enlist in the military right out of high school or after they have completed college.

Why Go Into an Apprenticeship Program?

Apprenticeship programs exist in over 700 "appenticeable" occupations including graphic arts, electrical, air conditioning, carpentry, and plumbing careers. The demand for skilled labor is always high, especially in settings such as local and state government and public school systems. In an apprenticeship program you are hired at entry level to learn the trade or skill from an experienced supervisor. Advantanges of apprenticeship programs include getting paid while learning, no cost for the training, learning occurs on the job, the length of apprenticeships varies by the occupational area, and often employment and advancement occurs on the training site. Apprenticeships can be a very good option for someone who is interested in working with their hands, is not interested in any formal postsecondary education, and is ready to enter the workforce for the long term after high school.

No Matter What You Decide to Do.....

By exploring your own personal growth and development in preparing for your life after high school, you will —

- Develop a vision for your future.
- Acquire knowledge that can never be taken away from you.
- Decide what work you will do in your life and get the skills to do that work.
- Begin to provide a brighter future for yourself, your family, and your community.
- Become a role model for your children, your community, and your tribe.

How To Decide

In preparing for the transition to life after high school, there are six major steps to consider —

1. **Decide to Make a Change**

   When you graduate or complete high school, you are making a change in both your personal and academic life. You may move away from your home, family, and community. You may decide to stay and work right in your community. Whatever you do, you are making a change in your life as you have known it — either a small change or a large change. Making a decision to change is a very big step. The more time you take to carefully plan your changes around your interests, aptitudes, and abilities, the more likely you are to be happy with the changes you make.

2. **Develop a Support Circle**

   As part of the preparation for your transition from high school, it is essential for you to develop a network of support to help you along the way. While you are in high school, you have a built-in support system of teachers, Indian education staff, counselors, etc. After high school, most people do not have a "ready-made" support system of people to help them and will need to develop these relationships. The most successful transition is one in which these relationships, or at least the connections, are begun while you are still in high school. This way it is easier to reconnect with individuals when you need their support. Examples of these resource people include American Indian scholarship directors on your reservation, Work Force Center staff, college counselors, college American Indian resource staff, former employers, mentors, elders in the community, and family.

3. **Create a Personal Vision for the Future**

   The activities in Theme 3 will help you create a personal vision based on your interests, aptitudes, and abilities. Your high school experience — the courses you take, the co-curricular activities you participate in, and your employment experiences — all help you create an idea of what you like to do and do not like to do. These are important experiences in helping you frame your vision for the future.

4. **Develop Your Action Plan**

   Once you have narrowed down your likes and dislikes, what you are good at, and what you are interested in, you are ready to make an action plan. An action plan helps you determine the steps you need to go through to get from where you are today to the goals you have for yourself in the future. These decisions require you to research your interests and determine what course of action you must take to develop the skills needed to achieve your goals. In Theme 3, we will discuss how to explore your interests and determine what you should do to pursue those interests.

5. **Carry Out Your Action Plan**

   The next step is often the hardest — actually following through on the plans to reach your goals. Having goals and reaching them are very different things. In Theme 3 you will complete activities that help you learn how to break down a task into steps, how to combine work, school and leisure, and how to develop and follow a schedule that allows for all the activities in your life to fit into a schedule.

6. **Check the Success of Your Action Plan**

   As you continue to make the various transitions in your life from high school to college or work, from work to school, from college to family, it is important to readjust your plans to fit your life. Life is full of ups and downs and unpredictable changes. You may not like the college you selected. You may decide to stop going to school for a while because you have to earn more money or to have a family. You may have a crisis in your family that prevents you from continuing with your plan. As the inevitable changes occur, you need to look at your action plan and be able to change it to meet the needs in your life. This does not mean you give up on your goals. It simply means you make the necessary changes when your life changes. You may also find when you check the success of your plan that you are on target and you are moving at the pace you originally set for yourself. In either case, taking the time to check your plan is essential in your transition process.

LESSON TWO DECIDING TO MAKE A CHANGE

Student Outcome

Student will be able to evaluate personal interests.

Portfolio Placement

Education

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 2.1: "Deciding to Make a Change: Questions to Ask Myself"
- Writing utensils

Before You Begin

- Make copies of the handout for each student.

Directions

1. Pass out Handout 2.1: "Deciding to Make a Change: Questions to Ask Myself."
2. Read the questions and ask students to circle the questions that apply to them.
3. Tell students to write brief answers to those questions.
4. Have students share the choices they selected.

Discussion

1. What are some transitions you have already made in your life (i.e.: from kindergarten to 1st grade; from grade school to middle school; from middle school to high school; moving from one house to another; etc.)?

2. Did your choices have anything to do with your commitment to your community, family, or your culture?
3. How does this exercise relate to your personal transition?

Closure

Journal — What part of change is easy for you? Difficult?

DECIDING TO MAKE A CHANGE: QUESTIONS TO ASK MYSELF

Consider the following questions as you think about your transition from high school to the next phase of your life. Answer them as honestly as possible.

1. What do I want to be someday when I reach my goal/s?

2. What do I need to do to get from where I am right now to where I want to be?

3. Are there people in my life to help me accomplish my goals? Who are they?

4. Does my family support my career plans (emotionally/ financially)?

5. What are some of my favorite things to do?

6. Do I like working with my hands?

7. Do I like working outdoors or indoors?

8. Would I like to travel?

9. Do I like working with people or with things?

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10. What are some of the activities I really hate to do?

11. Do I want to go to school after high school is over?
If yes, for how long?

12. What do I do the best (skills, talents, abilities)?

13. Do I want to have children or a family soon?

14. What career/s am I interested in?

15. Am I willing to start at the bottom and work my way up to reach my goal?

16. Where do I want to live when I have a career?

17. What salary do I need to have when I start my career?

18. What types of benefits are important to me (health insurance, etc.)?

19. Are there any experiences I have had in the past that may prevent me from my goal?

LESSON THREE

A LOOK TO THE FUTURE

Student Outcome

Student will be able to compare the differences between life today and 10 years from now.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 3.1: " A Look to the Future"
- Transparency of Handout 3.1: "A Look to the Future"
- Overhead projector
- Clear transparency
- Transparency pens
- Large piece of butcher block paper for each student
- Old magazines, calendars, newspapers, or pictures
- Glue
- Scissors

Before You Begin

- Make copies of handout for students.
- Make the transparency of Handout 3.1: "A Look to the Future."

Directions

1. Give each student a copy of Handout 3.1: "A Look to the Future" and display the transparency of the handout.
2. Tell students to think about their lives today and tell the group what they like about their life today. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.

3. Ask students what they don't like about their lives today. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.
4. Ask students what they want their lives to look like in 10 years — what they look forward to. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.
5. Ask students to describe what they are afraid of when they think of the next ten years of their lives. Facilitator writes the answers on the transparency as students share and write their own answers on their handouts.
6. Have students jot down anything they dream about for themselves on their handout.
7. Tell students you want them each to create their own collage.
8. Give each student a large sheet of paper and have them divide it into six sections.
9. Have students write each of the six phrases from their handout on the large sheet, leaving room to illustrate each phrase with pictures. Have students use any of the pictures they find from the stacks of magazines and pictures provided that will best illustrate their ideas.
10. Display the completed collages around the room. Ask students to stand beside their collage and share it with the group.
11. Invite community members, elders, and family members in for the sharing session.

Discussion

1. What have you included in your collage? Why have you selected the pictures and drawings you chose?
2. How does this activity relate to your transition process?

Closure

Journal/Community Circle — What do you see in your future?

A Look to the Future

My life today.	My life in the future (10 years from now).
Things I like about my life today.	Things I look forward to in the future.
Things I don't like about my life today.	Things I am afraid of in the future.

LESSON FOUR TRANSITION TIMELINE

Student Outcome

Student will complete an individual transition timeline.

Portfolio Placement

Education

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 4.1: "Transition Timeline"
- Any relevant local high school information

Before You Begin

- Ask a high school guidance counselor to come and explain the local process of transition including completing required courses. If there are students in the program from different schools, a high school counselor could talk more generically about requirements necessary for each year from 9th to 12th grade. Allow time for students to ask questions. Invite parents and community members to this session.
- Make copies of the handout for students.
- Modification: If several in the group are having a difficult time with the checklist, offer to do it aloud as a group, step-by-step, explaining each item as you go to avoid confusion.

Directions

1. Tell students to go through Handout 4.1: "Transition Timeline" on their own and check off the items they have completed so far in their transition.
2. Look at each of the items on the list and talk about why they are important in the transition process.
3. Discuss that an important aspect of a transition timeline is that you don't have to do everything at once. Tell students that the timeline allows them to break

down all the tasks over a period of time. Remind students to continually check the timeline because delays can cause difficulty in graduating on time or making a smooth transition.

Discussion

1. Why is this timeline important to your transition process? How will it help you in the future?
2. Who are the support people in your life that can help you in the process?

Closure

Community Circle — Discuss as a group the areas students feel are the most difficult for them to plan ahead for and what they can do to make that process easier.

Transition Timeline

Completing the requirements for graduation takes many years of planning. The following is a checklist of transition activities for grades 9–12 (freshman through senior year). Use this checklist as a guide to follow as you prepare for the transition from high school to the next step of your life. Your skills and interests will determine some of the items on the checklist. Use this checklist to ask yourself about your interest areas, if you are "on track" with your goals, and to determine what support you need from others to achieve your goals. There are blanks to add your own steps at the end of each section.

Grade Nine: Freshman Year

☐ Take a learning styles inventory to determine your personal learning style.

☐ Make up any incompletes in classes.

☐ Take a career/vocational assessment inventory.

☐ Complete a comprehensive assessment of your abilities.

☐ Ask someone (high school counselor or American Indian advocate) to explain the results of your learning styles inventory, your vocational assessment, and your ability assessments so you can learn to understand your strengths and weaknesses.

☐ Begin exploring postsecondary options in your interest areas. (Search the Internet; ask your high school counselor or American Indian advocate.)

☐ Join cultural organizations as well as academic-related clubs.

☐ Broaden your experiences with community activities.

☐ Take a study skills course.

☐ Learn to use the library.

☐ Take care of your health.

☐ ____

☐ ____

☐ ____

Grade Ten: Sophomore Year

☐ Know how to describe your strengths and challenges in school and out of school.

☐ Learn how to advocate for yourself to ask for the help you need in an appropriate way.

☐ Attend college fairs.

☐ Attend career fairs.

☐ Set goals for your life after high school.

☐ Continue to explore postsecondary options.

☐ Schedule a meeting with your high school counselor and/or American Indian advocate to discuss your career interests/goals and to determine the courses that will help you prepare for postsecondary education/training.

☐ Broaden your study skills techniques.

☐ Practice assertive self-advocacy skills.

☐ Take care of your health.

☐ ____________________

☐ ____________________

☐ ____________________

Grade Eleven: Junior Year

☐ Check your high school credits early in the year with the counselor. Discuss you postsecondary plans with the counselor.

☐ Write, search the Internet, or call postsecondary schools of interest.

☐ Visit postsecondary schools. Ask specific questions that pertain to your interests and needs. For example, does the school have an American Indian Culture Center or do they offer American Indian scholarships?

☐ Take courses you need based on your college visits. Continue to take classes in content areas that will prepare you for postsecondary school.

☐ Get a job, complete an internship, mentor, or participate in a service learning experience in an area of interest for you.

☐ Find out if there are waiting lists for the school/s or programs you are interested in.

☐ Learn about financial aid. Find out what college funding/resources are available from your tribe.

☐ Take the college entrance exams required for the school/s you are interested in (ACT or SAT).

☐ Learn about any community services that are available to you as a college student.

☐ Get your driver's license.

☐ Make sure you have your tribal enrollment information and your social security card.

☐ Continue to broaden your study skills techniques.

☐ Practice assertive self-advocacy skills.

☐ Take care of your health.

☐ ______________________________

☐ ______________________________

☐ ______________________________

Grade Twelve: Senior Year

☐ Check your high school credits early in the year with the counselor.

☐ Discuss your postsecondary plans with the counselor.

☐ Continue to make site visits to schools of interest.

☐ Continue to work in areas of interest to you.

☐ Take a class at a postsecondary school (evenings, etc.)

☐ If you have not taken college admissions testing, take it early in the school year (ACT or SAT).

☐ If you are interested in the military, take the ASVAB.

- ☐ Apply for financial aid (FAFSA).
- ☐ Visit your tribal American Indian scholarship counselor and apply for funding for college.
- ☐ Apply to the postsecondary schools you are interested in.
- ☐ Apply for housing early.
- ☐ Select and ask teachers, counselors, or community members to write letters of recommendation for you for college entrance, scholarships, and tribal financial aid.
- ☐ Apply for scholarships.
- ☐ Create an address book of all the important people in your life that you want to remain in contact with and those who will want to know how you are doing when you are away at school (teachers, American Indian advocates, community members, elders, mentors, employers, etc.)
- ☐ Get copies of all important papers from high school to take to college with you (i.e.: test results, interest inventory results, aptitude test results, transcripts, etc.)
- ☐ Meet all deadlines for housing (dorms), admissions, and registration for classes for postsecondary school.
- ☐ Continue to practice appropriate assertive self-advocacy skills.
- ☐ Practice independent living skills such as budgeting, shopping, and cooking.
- ☐ If you will need special services at the postsecondary school (such as child care or tutoring), ask early.
- ☐ Take care of your health.
- ☐ ____
- ☐ ____
- ☐ ____

LESSON FIVE

TRANSITION PLANNING FOR A FULFILLING FUTURE

Student Outcome

Student will complete specific steps in the transition process.

Portfolio Placement

Education

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 4.1: "Transition Timeline"
- Handout 5.1: "Transition Planning for A Fulfilling Future"
- Handout 5.2: "Help I Need"
- Community resource materials such as telephone and agency directories

Before You Begin

- You may want to have a high school guidance counselor come and explain the local process of transition including completing required courses. If there are students in the program from different schools, a high school counselor could talk more generically about requirements necessary for each year from 9th to 12th grade. Allow time for students to ask questions. Invite parents and community members to this session.
- Make copies of handouts for students.
- Modifications: Some students may need help looking up addresses. Others may need assistance in prioritizing the sequence in which they complete the steps on the handouts. Others may have organizational difficulty with the two handouts together. Assist students as needed.

Directions

1. Review Handout 4.1: "Transition Timeline" with students. Give each student a

copy of Handout 5.1: "Transition Planning for a Fulfilling Future" and Handout 5.2: "Help I Need."

2. Discuss the handouts and how they fit into their transition timeline.
3. Tell students to put the three handouts, side by side, and complete Handout 5.1: "Transition Planning For a Fulfilling Future" first and then, based on their answers, complete Handout 5.2: "Help I Need."
4. Tell students that the completion of these three handouts will be a lengthy activity for each of them. Tell students they can choose to work in small groups to get started if they would like.

Discussion

1. What type of help do you need in your transition planning? Where can you go for help?
2. What does this activity have to do with your transition planning process?

Closure

Journal — Describe how you feel about filling out these charts. Is this scary for you or does it help you feel like you have a plan?

Transition Planning for a Fulfilling Future

What I need to do to get ready for my life after high school:	Can do this by myself:	Can do this with help:	This person can help me:	Office/location/address/ phone/fax/ e-mail to reach this person:	Date task was completed:
1. Take learning styles inventory.					
2. Make up missed/ failed classes.					
3. Take a career assessment inventory.					
4. Complete college searches.					
5. Complete career searches.					
6. Learn to use library.					
7. Know my strengths and weaknesses.					
8. Attend a career and/or college fair.					
9. Complete internship/ job-shadowing/ mentorship in career interest area/s.					
10. Meet with a counselor to plan my career/ college goals.					

What I need to do to get ready for my life after high school:	Can do this by myself:	Can do this with help:	This person can help me:	Office/location/address/ phone/fax/ e-mail to reach this person:	Date task was completed:
11. Apply for the FAFSA.					
12. Get financial aid.					
13. Get drivers' license.					
14. Take SAT/ACT test/s.					
15. Apply to college/s of interest.					
16. Locate tribal enrollment and social security cards.					
17. Apply for scholarships.					
18. Identify Indian contact at college(s).					

Help / Need

Spiritual:

Academic:

Organizational:

Social:

Communication and Problem-Solving:

Self-Advocacy:

Emotional:

LESSON SIX THE POSSIBILITIES

Student Outcome

Student will be able to compare postsecondary options.

Portfolio Placement

Education

Time Frame

60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 6.1: "Steps in Making Your Postsecondary Decision"
- Handout 6.2: "Types of Postsecondary Experiences"
- Writing utensils

Before You Begin

- Collect samples of postsecondary catalogues of all types — community colleges, technical colleges, public four-year colleges, private colleges, advertising materials, military information (especially regional resources)
- Make copies of handouts for students.

Directions

1. Give handouts to students.
2. Look at the steps of Handout 6.1: "Steps in Making Your Postsecondary Decision." Read through the handout with the students explaining the importance of each step as they work through the decision-making process.
3. Show students samples of the types of resources available to them as they explore postsecondary options.
4. Explain that while they are deciding what to do after high school, it is very important to talk to community members and elders about future decisions.
5. Have students look at Handout 6.2:" Types of Postsecondary Experiences." Explain each type of postsecondary school as well as apprenticeships and

military experience. Tell students to keep these handouts for future reference when they make site visits or listen to guest speakers.

Discussion

1. Why is it important to talk to community members when you are deciding about your future? Who are key members of the community that you would talk to about higher education? What specific help could the person/people offer you?
2. What are the basic differences between two-year and four-year colleges?
3. Describe what the benefits of a tribal college may be for you.
4. What are the benefits of an apprenticeship?
5. How can you use these charts to help you reflect on and research for the future?

Closure

Journal/Community Circle — What have you learned about the specific choices for after high school that you did not know before?

Steps in Making Your Postsecondary Decision

Steps	Resources
1. Locate resources.	• Search the Internet for college Web sites. • Go to the Counselor's Office. • Read books and college directories (Peterson's, Barrons, Lovejoy's, College Handbook). • Go to college fairs — talk to representatives and pick up free information. • Take a class at a college. • Explore college programs in your interest area.
2. Talk to family, friends, community members, elders.	• Talk to college students from your community. • Ask questions like: Did you visit the school before you decided? How did you decide on a school? How did you make your decision (cost, scholarship, location, sports, reputation, etc.? What did you liked best/least? Would you choose this school again? What would you do differently?
3. Reflect and research.	• List 4-5 things important to you in a school. What state do I want to be in? Do I want to leave home or go to a school nearby? What will this cost me? What is a good school? How does this fit into my future plans? • List 3 schools you are interested in researching. Examine the number of programs offered, the school's reputation, class size, community environment, housing, number of students attending, the extra-curricular activities available and accessibility to teachers for each school you researched. Check to see if your grades and test scores fit with your school choice.
4. Make a decision.	• Visit the school(s) of your choice. Look at likes and dislikes of each and how well each school fits your needs.

TYPES OF POSTSECONDARY EXPERIENCES

	Public Community College	Public Technical College	Tribal College	Public State University	University
Description of Program	• Students can earn an academic (AA or AS) degree. • Credits are transferable to four-year schools. • Shorter programs are available to prepare students for the job market (certificates, AAS, or AS degrees). • Offer extra curricular programs. • Offer skills development in current skills and abilities. • Financial aid	• Students learn skills needed for specific jobs. • Specialized training programs are open to anyone. • Students can enter at any time and progress at their own pace. • Some credits will not transfer to four-year colleges or Universities. • Financial aid	• Students can earn an academic degree. • Colleges are accredited in their region. • There are 33 recognized in the US. and Canada. • Credits are transferable to four-year schools. • Designed to meet the cultural and community needs of American Indians. • Located on or close to reservations. • Offer extra curricular programs. • Offer skills development in current skills and abilities. • Financial aid for American Indians readily accessible.	• Students are offered a variety of programs and academic courses leading to a bachelor's, masters, and advanced degrees. • Variety of athletic and arts program. • On-campus housing • Financial aid	• Over 450 majors offered. • Offer research opportunities. • Cultural centers • On-campus housing is available. • Advance degrees available (masters and doctorate) • Financial aid • Variety of resources for all needs.
Program Length	• Many programs vary in length from a few months up to three years.	• Many programs vary in length from a few months up to three years.	• Many programs vary in length from a few months up to three years. Some tribal colleges offer four-year degree programs.	• Many programs vary in length starting at two years and going up to six or eight-year programs.	• Many programs vary in length starting at two years and going up to six or eight-year programs.

	Public Community College	Public Technical College	Tribal College	Public State University	University
Admission Requirements	• Open enrollment	• Open enrollment	• Open enrollment — high school diploma or GED	• Class rank, GPA, ACT, or other requirements.	• Class rank, GPA, ACT, or other requirements.
Recommended High School Coursework	• Basic skills in English, Math, Social, Science, and Computer Skills	• Basic skills in English, Math, Social, Science, and Computer Skills	• Basic skills in English, Math, Social, Science, and Computer Skills	• Four years English Three years Math Three years Social Three years Science Two years World Languages Computer Skills	• Four years English Three years Math Three years Social Three years Science Two years World Languages Computer Skills
Subjects	• Liberal arts Health Sciences Preprofessional Technical	• Business Health Industrial/Technical Marketing (Over 380 programs)	• Liberal arts Health Sciences Preprofessional Technical	• Business Education Engineering Liberal Arts Science Technology	• Agriculture Business Engineering Education Liberal Arts Medicine Science Technology
Degrees, Diplomas, Certificates	• Associate degrees (AA or AS) Diplomas (AAS) Certificates	• Associate degrees Diplomas Certificates	• Associate degrees (AA or AS) Diplomas (AAS) Certificates	• Associate degrees Bachelor's degrees Master's degrees	• Bachelor's Post-Baccalaurate Master's degrees Doctorates
Schedule	• Day classes, evening classes, weekend classes	• Day classes, evening classes, weekend classes	• Day classes, evening classes, weekend classes	• Day classes, evening classes, weekend classes	• Day classes, evening classes, weekend classes

POSTSECONDARY EXPERIENCES (CONTINUED)

	Private School	Apprenticeship	Military
Description of Program	• Do not receive funding from the government. • Cost is higher. • Financial Aid is available. • There are many types of private schools. • Many are affiliated with religion.	• Apprentice learns skills needed for specific jobs by working with a master in the skill area • Open to anyone who shows interest and skill in the specific skills area. • Apprentice can enter at any time and progress at a pace determined by the apprentice and the master. • Usually credits are not earned that transfer to a school. This is meant to be on-the-job training. • Some apprentices earn a salary; others do not.	• Recruits are offered a variety of training programs based on interest and skills. • Military branches and options include the Air Force, Army, Marines, Navy, National Guard, and Reserve. • Earn while you learn a skill. • Live away from home — room and board provided. • Earn college tuition benefits. • The military is also a career option for college graduates.
Program Length	• Many programs vary in length from a few months up to six years.	• Apprenticeships vary in length.	• Two to four years, depending on training and recruitment package.
Admission Requirements	• Class rank, GPA, ACT, or other requirements.	• Performance as required by work site.	• High school diploma or GED, depending on branch of service.
Recommended High School Coursework	• Four years English Three years Math Three years Social Three years Science Two years World Languages Computer Skills	• General education.	• A good variety of general education is helpful.

	Private School	Apprenticeship	Military
Subjects	• Auto/Diesel Business/clerical Computer repair Culinary science Education Liberal Arts Science Electrical repair Heating/ refrigeration	• Depends on the apprenticeship.	• A good variety of general education is helpful.
Degrees, Diplomas, Certificates	• Associate's, Diplomas Certificates Bachelor's, Master's	• Becoming a master in the craft.	• Skills in specific areas learned.
Schedule	• Day classes, evening classes, weekend classes	• Varies depending on the work site.	• Varies depending on assignment.

LESSON SEVEN PERSONAL LIFE PLAN

Student Outcome

Student will be able to set short- and long-term goals.

Portfolio Placement

Education

Time Frame

30-40 minutes

Size of Group

Large or small group

Materials Needed

- Handout 7.1: "Personal Life Plan"
- Writing utensils

Before You Begin

- Make copies of the handout for students.

Directions

1. Give each student a copy of Handout 7.1: "Personal Life Plan."
2. Review the goal-setting process explored in Theme 2/Unit 1/Goal-Setting. Ask students what the difference is between short-term goals (cover one month or less), medium goals (cover 2-6 months), and long-term goals (6 months to 2 years).
3. Ask students why it is important to think of their long-term goals first.
4. Tell students to complete the personal information and the "Your Support System" sections on Handout 7.1: "Personal Life Plan." If they are currently working with a mentor or an elder, complete that section also.
5. Tell students to think of where they want to be two years from now in their post-high school life. Think of three goals that would be the first steps in reaching that long-term goal.
6. Have students write those goals down for their short-term goals (for the next month or less).

7. Have students think of three goals for the medium-term period that will lead them toward their long-term goals.
8. Have students write those goals in the medium-term goals section.
9. Ask students to think of three long-term goals that will lead them to their personal goal and write them in the long-term goals section.
10. Explain to students that the "Personal Life Plan" is meant to be a working document for them and the people in their support network who are helping them complete high school and make plans for the future. Changes will need to be made as necessary.

Discussion

1. How does this activity relate to your transition?
2. What have you learned about making short-, medium-, and long-term goals?
3. Who will you go to for support in this process?

Closure

Journal/Community Circle — How will the "Personal Life Plan" help you in your future planning?

Personal Life Plan

Date Initiated: ____________________

Name: ________________________________ ID #: ________________________

Address: ____

Telephone: (H)________________ (W)________________ (Cell) ________________

E-mail: ____

Best way to reach you: ____

Best time to reach you: ____

Work schedule: Fall Semester __________________ Spring Semester ________________

Special accommodations needed: ____

Scheduled high school graduation date: ____

Anticipated college start date: ____

Your Support System

Counselor: ________________________________ Telephone: __________________

American Indian Advocate: ____________________ Telephone: __________________

Advisor: __________________________________ Telephone: __________________

Instructors: ____

Family Members: ____

____

Friends: ____

____

____

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Mentor or Elder

Name: ____________________

Place of employment: ____________________

Address: ____________________

Telephone: (H)__________ (W)__________ (Cell) __________

E-mail: ____________________

Short-Term Goals (1 Month or Less)

Goal 1: ____________________

Date Stated:__________ Date Completed: __________

Roadblocks: ____________________

Sacrifices: ____________________

Benefits: ____________________

Who will help?: ____________________

How will you know if you succeed?: ____________________

Goal 2: ____________________

Date Stated:__________ Date Completed: __________

Roadblocks: ____________________

Sacrifices: ____________________

Benefits: ____________________

Who will help?: ____________________

How will you know if you succeed?: ____________________

Goal 3: ______________________________

Date Stated: ______________ Date Completed: ______________

Roadblocks: ______________________________

Sacrifices: ______________________________

Benefits: ______________________________

Who will help?: ______________________________

How will you know if you succeed?: ______________________________

Medium-Term Goals (2-6 months):

Goal 1: ______________________________

Date Stated: ______________ Date Completed: ______________

Roadblocks: ______________________________

Sacrifices: ______________________________

Benefits: ______________________________

Who will help?: ______________________________

How will you know if you succeed?: ______________________________

Goal 2: ______________________________

Date Stated: ______________ Date Completed: ______________

Roadblocks: ______________________________

Sacrifices: ______________________________

Benefits: ______________________________

Who will help?: ______________________________

How will you know if you succeed?: ______________________________

Goal 3: ______________________________

Date Stated: ______________ Date Completed: ______________

Roadblocks: ______________________________

Sacrifices: ______________________________

Benefits: ______________________________

Who will help?: ______________________________

How will you know if you succeed?: ______________________________

Long-Term Goals (6 months to 2 years):

Goal 1: ______________________________

Date Stated: ______________ Date Completed: ______________

Roadblocks: ______________________________

Sacrifices: ______________________________

Benefits: ______________________________

Who will help?: ______________________________

How will you know if you succeed?: ______________________________

Goal 2: ______________________________

Date Stated: ______________ Date Completed: ______________

Roadblocks: ______________________________

Sacrifices: ______________________________

Benefits: ______________________________

Who will help?: ______________________________

How will you know if you succeed?: ______________________________

Goal 3: ______________________________

Date Stated: ______________ Date Completed: ______________

Roadblocks: ______________________________

Sacrifices: ______________________________

Benefits: ______________________________

Who will help?: ______________________________

How will you know if you succeed?: ______________________________

Checklist for Life after High School:

_____ Copy of my transcripts

_____ Social Security card

_____ Interview outfit

_____ Clothing for work

_____ Child care

_____ Portfolio

_____ Mock Interview

_____ Resume

_____ Job seeking plan

Case Notes

Date:______________________ Initials of Counselor: ________________

Issue/s discussed: ____

Action taken: ____

Date:______________________ Initials of Counselor/Advocate: __________

Date:______________________ Initials of Counselor: ________________

Issue/s discussed: ____

Action taken: ____

Date:______________________ Initials of Counselor/Advocate: __________

Date:______________________ Initials of Counselor: ________________

Issue/s discussed: ____

Action taken: ____

Date:______________________ Initials of Counselor/Advocate: __________

Date:______________________ Initials of Counselor: ________________

Issue/s discussed: ____

Action taken: ____

Date:______________________ Initials of Counselor/Advocate: __________

Date:______________________ Initials of Counselor: ________________

Issue/s discussed: ____

Action taken: ____

Date:______________________ Initials of Counselor/Advocate: __________

UNIT 2: POSTSECONDARY EDUCATION

LESSON ONE COMPARING HIGH SCHOOL AND COLLEGE

Student Outcome

Student will compare the differences between high school and college.

Portfolio Placement

Education

Time Frame

60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "How Are They Alike?"
- Handout 1.2: "My List of Differences"
- Handout 1.3: "High School Versus College"
- Overhead projector
- Clear transparencies
- Transparency pens
- Writing utensils

Before You Begin

- Set up the overhead projector.
- Make copies of handouts for students.

Directions

1. Ask students to think about friends or family members they have known who have gone to college. Have students look at Handout 1.1: "How Are They Alike?" Ask students to share the differences they noticed in what was required of those individuals — what was different about college from their own experiences in high school? List these ideas on an overhead transparency.
2. Tell students to look at Handout 1.2: "My List of Differences." Ask students to write ideas of what they think would be different for them in college.

3. Ask students to take their list of what they feel the differences will be for them, as an individual, based on the discussion and the lists that were created.
4. Tell students to remember that this is their own individual list and should only include what they feel will be different for them personally.
5. Give students Handout 1.3: "High School Versus College." Discuss with the whole group.

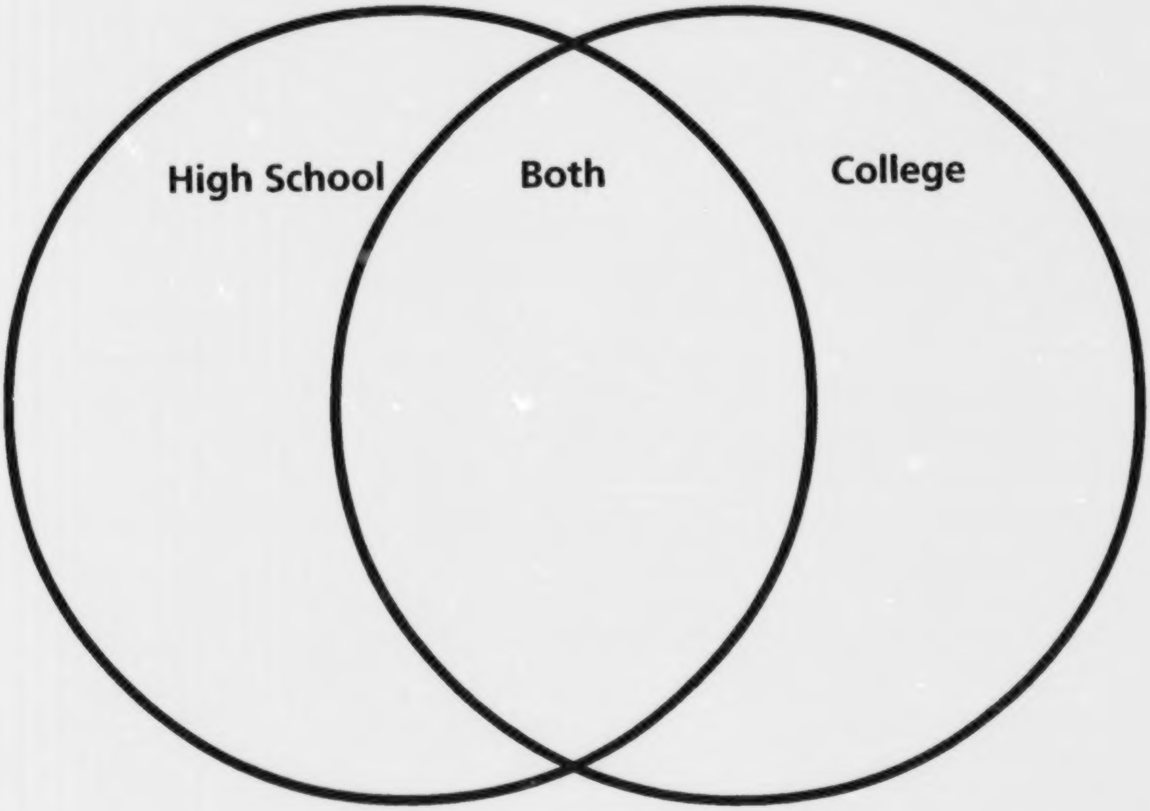
Discussion

1. Why do you feel the differences you selected will be issues for you?
2. Who in your lives (family, peers, elders, community members) will be able to help you with the differences should they become difficult to manage?
3. What are some of the common aspects in college and high school that will be comforting to you when you go to college?
4. Why is this an important activity in your transition process?

Closure

Journal — Write about what you think will be the same in college as it is in high school for you. What will be different? What do you need to prepare for most as you anticipate the changes?

HOW ARE THEY ALIKE?


High School
Both
College

My List of Differences

Generate your own list of the differences between high school and college. Then, circle the differences that you think will be the most challenging for you. Be ready to discuss why you feel that way.

High School	College

HIGH SCHOOL VERSUS COLLEGE

High School	**College**
You live at home.	You live away from home with strangers.
School is paid for by tax dollars.	You pay or apply for financial aid.
Reminders to complete work are given by teachers and family.	You get no reminders to do homework.
Often there is no syllabus of the class.	Every course has a syllabus to follow.
Others discipline you.	You discipline yourself.
Classes meet everyday.	Classes meet on alternate days.
Rent and food are free at home.	You must pay for dorms/meal plans.
You only have to schedule yourself for school and maybe a part-time job.	You may have more responsibilities: work, family, children, school.
Requirements/timelines are set for you to meet graduation/credits.	You need to set/plan your own timeline. The longer you remain undecided, the more time and money school costs.
Teachers repeat information over and over.	You must listen closely because teachers move fast and don't repeat.
Students are all about the same age.	Classmates are from broad age ranges.
School is mandatory up to a certain age.	School is voluntary. If you don't show up, no one looks for you.
You are expected to attend each class everyday.	You may not be expected to attend classes regularly as long as you show up to take tests and turn in assignments.
Studying can be done at home or at school.	You must find your own place to study. The dorm can be noisy.
Books are given out, but you must not write in them.	You buy books and are encouraged to write in them and highlight important facts.

Continued on next page

Help finds you…you are sought out if you are in trouble.	You must seek out academic assistance if you need it.
You have fewer obligations.	Studying is worked into family life, children, and work. Often you study at home.
Students are more competitive with each other.	The only competition is what you set up for yourself.
You are one in the crowd.	You are unique. You may influence many by the path you take to go to college.

LESSON TWO COLLEGE EXPLORATION

Student Outcome

Student will be able to use various means of college exploration to determine the colleges that fit with personal interests and profile.

Portfolio Placement

Education

Time Frame

60 minutes for Internet search
Additional time spent depends on follow-up exploration opportunities

Size of Group

Small group

Materials Needed

- Handout 2.1: "College Exploration Internet List"
- Handout 2.2: "My Personal College Check Sheet"
- Computer access
- Internet access
- Printer
- College fair schedule
- College visit scheduling information
- Guest speakers from colleges
- Writing utensils

Before You Begin

- The lesson can be used with a number of exploration opportunities including Internet searches, college site visits, guest speaker panels, and/or college fairs. The process of preparing for the lesson will depend on the choice/s of exploration after the Internet search has been completed.
  - Facilitate the college site visit process for students that may want to schedule appointments based on their Internet exploration.
  - Contact the high school counselor for a schedule of college fairs. Students may need exposure to colleges by attending a local, regional, or statewide college fair. These are available in each state. Many are held in the fall of

the year. Make plans to attend at least one college fair if possible.

  - Invite several (preferably American Indian) representatives from several area colleges to come and share the key aspects of their college with the students. This method saves a lot of time and is often the method preferred in a summer program when few colleges are in "full swing" for site visits.

- Invite parents in to any aspect of this exploration and encourage students to share their reflections with family members.

Directions

1. Explain to students the importance of investigating a variety of colleges to determine the proper "fit" for each individual. Include in the college "fit" discussion programs of interest, distance from home, size of school, cost, scholarships and financial aid available, entrance requirements, type of housing available, extra-curricular activities, and American Indian resources/contacts. Explain that all of these aspects play into the decision-making process.
2. Show students how to access college Web sites and explore colleges of interest on the Internet. Give students Handout 2.1: "College Exploration Internet List."
3. Tell students to look at their copy of Handout 2.2: "My Personal College Check Sheet." Tell students they can use the handout in a variety of ways: as an Internet exploration exercise, a site visit exercise, a college fair exercise, or a college panel exercise. For any situation, the process of completing the sheet is the same. Students should use one Handout 2.2: "My Personal College Check Sheet" for each college they explore that is of interest to them.
4. Tell students that the left hand side of the handout should be filled out while they are exploring a college.
5. Tell students after they have made their visits or done their research on a specific college they need to reflect on that exploration and complete the right hand side of the handout.

Discussion

1. Why is the college you picked to explore a good "fit" for you?
2. What would make a college a good fit for you?
3. What is your reaction to visiting (___) college? Do you feel it was a good fit? Why? Why not?
4. How does this activity relate to your transition process?

Closure

Journal — Ask students to write their reactions to various college site visits, college panels, or college fair experiences in their journal, giving their personal perspective on the experience/s.

COLLEGE EXPLORATION INTERNET LIST

www.embark.com

www.collegeboard.com

www.anycollege.net

www.collegeview.com

www.supercollege.com

www.wiredscholar.com

www.petersons.com

www.collegexpress.com

www.collegenet.com

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My Personal College Check Sheet

Name of College: ____________________

Date I Visited/Researched this College: ____________

Background Information on This College

School Address: ____________________

____

Web address: ____________________

2 years or 4 years? ____________________

Urban or rural setting? ____________________

How many miles from home? ____________________

Cost: Tuition: ____________________

Room/board: __________ Books: __________

Refund policy: ____________________

Scholarships available: ____________________

____

Program(s) of Interest: ____________________

____

How many students attend this college? ____________

How many students are in classes? ____________

Student/teacher ratio: ____________________

Types of courses I need in high school: ____________

____

Entrance requirements: (GPA; class rank; ACT or SAT scores; etc.)

____

Deadline for applying? ____________________

Is this school accredited? ____________________

Types of counseling available (academic; study skills; career; tutoring, American Indian center, job placement support) ____

____

Is there a Freshman orientation program? ____________

Type of housing available: ____________________

Extra curricular activities: ____________________

____

Who is the American Indian contact I can call to visit this school?

Name: ____________________

Address: ____________________

Phone: ____________________

Fax: ____________________

E-mail: ____________________

My Reflection About This College:

Do I want to visit this school?

My reactions to this school (climate, etc.) after visiting:

Is this school near home or far away? Do I like this location for me?

Do I want to attend this type of school (public, private, tribal, etc.)? Why or why not?

Do I like the fact that this is a (2 year or 4 year) school? Why or why not?

How would I pay for this school? (savings, family help, tribal funding, other financial aid, other)?

List two aspects of this school that make it a good fit:

1.

2.

List two aspects of this school that make it not a good fit:

1.

2.

Does this school fit my picture of the type of school I want to attend?

Have I talked to someone at this school that I feel I made a personal connection with? Who?

How does this school fit with my future plans?

LESSON THREE INFORMATION LETTER TO COLLEGE

Student Outcome

Student will write a letter requesting college information.

Portfolio Placement

Education

Time Frame

30-90 minutes

Size of Group

Small group

Materials Needed

- Handout 3.1: "Sample Information Letter to College"
- Computer
- Printer
- Mailing envelopes
- Stamps

Before You Begin

- Reserve computer lab or arrange for other computer access with word processing software and printer.

Directions

1. Tell students that writing a letter is a common way of requesting information from a college. Explain that after students have explored colleges of interest to them, they may need to write a letter requesting information. Explain that some colleges have online access to the information students would request in a letter; others have e-mail addresses they can access to request information on line. Explain that however students request information, it is appropriate to write some type of letter.
2. Give students Handout 3.1: "Sample Information Letter to College." Review the information contained in the sample letter.
3. Tell students they need to write a sample letter to a college they are interested

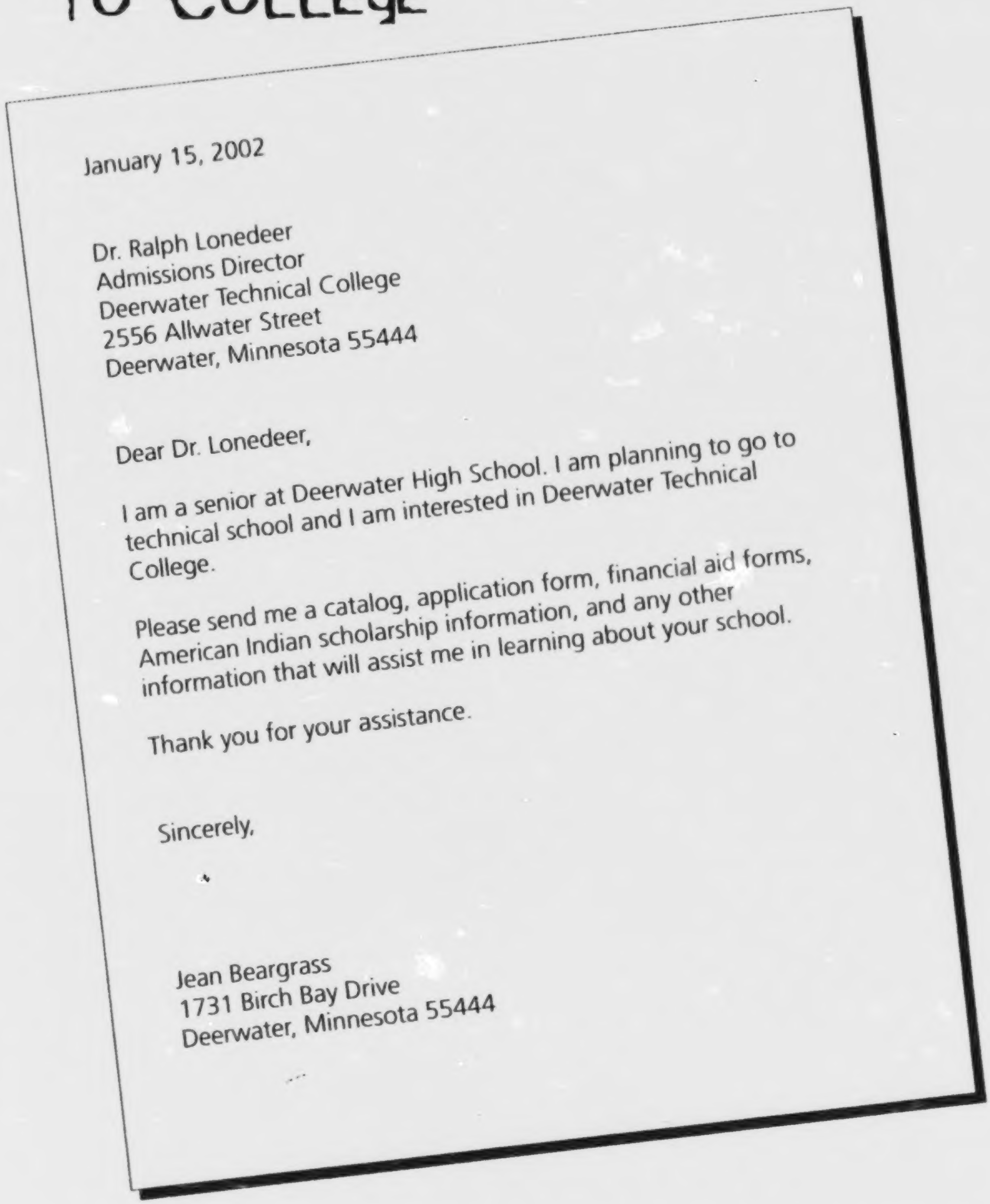
in following the format provided on Handout 3.1.

4. Print letters and proofread. When students have a final corrected copy, they should put a copy in their OS. Provide stamps for mailing letters to actual colleges students want to receive information from.

Discussion

1. How does this activity relate to your transition?
2. What are other ways you can access information without writing a letter?

SAMPLE INFORMATION LETTER TO COLLEGE



January 15, 2002

Dr. Ralph Lonedeer
Admissions Director
Deerwater Technical College
2556 Allwater Street
Deerwater, Minnesota 55444

Dear Dr. Lonedeer,

I am a senior at Deerwater High School. I am planning to go to technical school and I am interested in Deerwater Technical College.

Please send me a catalog, application form, financial aid forms, American Indian scholarship information, and any other information that will assist me in learning about your school.

Thank you for your assistance.

Sincerely,

Jean Beargrass
1731 Birch Bay Drive
Deerwater, Minnesota 55444

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LESSON FOUR

COLLEGE SITE VISIT

Student Outcome

Student will complete a college site visit and reflect on appropriateness of site for meeting individual goals.

Portfolio Placement

Education

Time Frame

2 hours to full day (Time spent depends on the distance of the site for the visit)
60 minutes for post-visit reflection

Size of Group

Small group

Materials Needed

- Telephone
- Internet access
- Transportation
- Funding for travel expenses as appropriate (food, lodging, etc.)
- Chaperones
- Handout 2.2: "My Personal College Check Sheet"
- Writing utensils

Before You Begin

- Call or e-mail the selected site to establish a key contact. This should be an admissions counselor and American Indian Center contact on the campus you wish to visit.
- Make sure that the visit and tour will include talks with those in the American Indian Center. It is also helpful if the tour is lead by American Indian students or staff. It is especially helpful if college-enrolled American Indian high school alumni from your high school can be involved in the tour.
- Arrange a date and time that works for the school, you, and the students. Plan to take a small group of students so they can all hear, see, and have an opportunity to ask questions.
- Fax a copy of Handout 2.2: "My Personal College Check Sheet" to your key contact at the college so the expectations you have for the students are clear

when you set up the site visit.

- Get written permission from guardians/parents for the trip.
- Get a map of the school and how to get there.
- Make transportation and parking arrangements with your key contact.
- If you are able to spend the night in the dormitories with the students, this is an excellent way for students to get a real "feeling" for being a college student. Make these arrangements with your key contact also.
- Be sure to plan for meals if you are gone over lunch, etc. It is the BEST experience (for exposure to college life) if students can eat in a school cafeteria or on campus somewhere.
- Be prepared to send a thank you note to all those who facilitated the visit for your group.

Directions

1. Review the college catalogue from the college prior to the visit. Go through the key points of the catalogue with students.
2. Tell students that in preparation for their college site visit they need to look up the college on its Web site and complete as much information as they can on Handout 2.2: "My Personal College Check Sheet."
3. Tell students that while they are on the site visit they will be expected to complete the rest of the questions on the background (left side) of the handout. Tell students this means they will need to ask questions of the tour guides and college staff.
4. Explain to students that upon returning from the visit they will need to reflect on the visit and answer the questions on the right side of Handout 2.2.

Discussion

1. What were the basic advantages you saw in attending this school? Disadvantages?
2. What part did these factors play in your feelings about the campus environment: American Indian students involved in the site visit: visiblity on campus; organizations and activities for American Indian students; artwork or other cultural symbols?
3. Is this a college you wish to pursue further? Why? Why not?
4. How does this activity relate to your personal transition?

Closure

Journal — Write about the visit you took and what your personal feelings were about attending this school. Who would you share this experience with? What spiritual guidance would you seek to help you in your decision-making process?

LESSON FIVE COLLEGE APPLICATIONS

Student Outcome

Student will complete a college application.

Portfolio Placement

Education

Time Frame

60 minutes

Size of Group

Small group

Materials Needed

- Handout 5.1: "Minnesota State College and Universities Application" (or a similar application from your region)
- Handout 5.2: "Pupil Health Immunization Record"
- Writing utensils
- Blank transparencies
- Overhead projector
- Overhead transparency pens

Before You Begin

- Get copies of college admissions forms from your area or make copies of the handouts.
- Make overhead transparencies of the application/form.
- Modifications:
    - Some students may need help finding the specific information they need for the application. Provide students with a telephone book to get the details they need as appropriate.
    - You may want to give students more than one copy of each application so they can practice writing within the space allowed.

Directions

1. Give students a copy of Handout 5.1: "Minnesota State College and Universities Application for Admission" (or a copy of a college application from your area) and Handout 5.2: "Pupil Health Immunization Record."
2. Describe the process of how to complete the application and immunization form using the overhead transparencies.
3. Have students complete the application and immunization form. Walk around to each student and assist as they go through the process of completing the application and immunization form.
3. Ask students to put completed application and immunization form in their OS for future reference.

Discussion

1. Does there seem to be a set of standard information that all applications are asking of you? What is that information? How will it help you to have this information on the sample application?
2. How does this activity relate to your transition process?

Closure

Journal/Community Circle — What information needed came as a surprise to you?

Minnesota State Colleges & Universities

APPLICATION FOR ADMISSION

DIRECTIONS: This application form may be used to apply to any of the 34 Minnesota State Colleges or Universities including state universities, community colleges, technical colleges, and comprehensive community and technical colleges. The system does not include the University of Minnesota.

☐ All applicants must sign the application form in the box provided on page 4.

☐ The high school preparation standards section on page 4 should be filled out by ***state university*** applicants only.

☐ Please print or type. Complete the form accurately. Misrepresentation of application information is sufficient grounds for canceling admission.

☐ **A one-time $20 non-refundable application/records fee must be included with your application to EACH institution.** (Some institutions may waive this fee in cases of extreme financial need. Contact the college's admissions office for more information about its policy.)

☐ Use a separate form to apply for graduate school or international admission at state universities. Call the Office of Admissions of the school you wish to attend to request the required form.

☐ Submit this application to the college/university of your choice (see addresses on page 2).

☐ **Official** high school and college transcripts must be submitted to the Office of Admissions of the school you wish to attend.

FOR MORE INFORMATION ABOUT MINNESOTA STATE COLLEGES & UNIVERSITIES CALL
1-888-MNSCU-4-U
(anywhere in the U.S.)
TTY users may call 651-282-2660
www.mnscu.edu

NOTE: The college/university is asking you to provide information that includes private and/or confidential information under state and federal law. The college/university is asking for this information in order to process your application.

You are not legally required to provide the information the college/university is requesting; however, the college/university may not be able to effectively process your application if you do not provide sufficient information. With some exceptions, unless you consent to further release of private information, access to this information will be limited to school officials, including faculty who have legitimate educational interests in the information. Under certain circumstances, federal and state laws authorize release of private information without your consent:

- to other schools in which you seek or intend to enroll, or are enrolled, if you are first notified of the release;
- to federal, state or local officials for purposes of program compliance, audit or evaluation;
- as appropriate in connection with your application for, or receipt of, financial aid;
- to your parents, if your parents claim you as a dependent student for tax purposes;
- if the information is sought with a subpoena, court order, or otherwise permitted by other state or federal law, and
- to an organization engaged in educational research or an accrediting agency.

Minnesota State Colleges and Universities abide by the provisions of Title IX and other federal and state laws forbidding discrimination on the basis of sex, race, color, national origin or handicap and all other state and federal laws regarding equal opportunity. This document can be made available in alternate formats, such as large print or cassette tape, upon request by calling one of the numbers above.

8/01

STATE UNIVERSITIES

Bemidji State University
1500 Birchmont Drive Northeast
Bemidji, MN 56601-2699
(218) 755-2040
1-877-236-4354
TTY: (218) 755-2040

Metropolitan State University
700 East Seventh Street
St. Paul, MN 55106-5000
Minneapolis: (612) 341-7250
St. Paul: (651) 772-7600
TTY: (651) 772-7687

Minnesota State University, Mankato, Admissions Office
122 Taylor Center
Mankato, MN 56001
(507) 389-1822
1-800-722-0544
TTY: (507) 389-6944

Minnesota State University Moorhead
1104 Seventh Avenue South
Moorhead, MN 56563
(218) 236-2161
1-800-593-7246
TTY: 1-800-627-3529
or relay service

St. Cloud State University
720-4th Avenue South
St. Cloud, MN 56301-4498
(320) 255-2244
1-877-654-7278
TTY: 1-800-627-3529
or relay service

Southwest State University
1501 State Street
Marshall, MN 56258
(507) 537-7021
1-800-642-0684
TTY: (507) 537-6169

Winona State University
PO Box 5838
Winona, MN 55987-5838
(507) 457-5100
1-800-342-5978
TTY: (507) 457-2410

COMMUNITY & TECHNICAL COLLEGES

Alexandria Technical College
1601 Jefferson Street
Alexandria, MN 56308
(320) 762-0221
1-888-234-1222
TTY: (320) 762-4623

Anoka-Hennepin Technical College
1355 West Highway 10
Anoka, MN 55303
(763) 576-4850
1-800-247-5588
TTY: (763) 576-4747

Anoka-Ramsey Community College
Cambridge Campus
300 Polk Street South
Cambridge, MN 55008
(763) 689-7000
TTY: (763) 689-7052

Coon Rapids Campus
11200 Mississippi Boulevard
Coon Rapids, MN 55433
(763) 422-3333
TTY: (763) 422-3480

Central Lakes College
Brainerd Campus
501 West College Drive
Brainerd, MN 56401
(218) 855-8037
1-800-933-0346
TTY: (218) 855-8224

Staples Campus
1830 Airport Road
Staples, MN 56479
(218) 894-5175
1-800-247-6836
TTY: (218) 894-5100

Century College
3300 Century Avenue North
White Bear Lake, MN 55110
(651) 773-1700
TTY: (651) 773-1715

Dakota County Technical College
1300 145th Street East
Rosemount, MN 55068-2999
(651) 423-8301
1-877-937-3282
TTY: (651) 423-8621

Fergus Falls Community College
1414 College Way
Fergus Falls, MN 56537-1000
1-877-450-3322
TTY: (218) 739-7271

Fond du Lac Tribal & Community College
2101 14th Street
Cloquet, MN 55720
(218) 879-0800
1-800-657-3712
TTY: (218) 879-0805

Hennepin Technical College
Brooklyn Park Campus
9000 Brooklyn Blvd.
Brooklyn Park, MN 55445
(763) 425-3800
1-800-345-4655
TTY: (763) 550-2145

Eden Prairie Campus
13100 College View Drive
Eden Prairie, MN 55347
(952) 944-2222
1-800-345-4655
TTY: (952) 944-2222 ext. 3131

Hibbing Community College
1515 East 25th Street
Hibbing, MN 55746
(218) 262-7200
1-800-224-4422
TTY: (218) 262-7294

Inver Hills Community College
2500 80th Street East
Inver Grove Heights, MN 55076
(651) 450-8500
TTY: (651) 450-8369

Itasca Community College*
1851 East Highway 169
Grand Rapids, MN 55744-3397
(218) 327-4460
1-800-996-6422
TTY: (218) 327-4167

Lake Superior College
2101 Trinity Road
Duluth, MN 55811-3399
(218) 733-7601
1-800-432-2884
TTY: (218) 722-8893

Mesabi Range Community & Technical College*
Eveleth Campus
1100 Industrial Park Drive,
Eveleth, MN 55734
(218) 741-3095
1-800-657-3860
TTY: (218) 744-7455

Virginia Campus
1001 Chestnut Street West
Virginia, MN 55792
(218) 741-3095
1-800-657-3860
TTY: (218) 749-7783

Minneapolis Community & Technical College
1501 Hennepin Avenue
Minneapolis, MN 55403-9810
(612) 359-1300
1-800-247-0911
TTY: (612) 359-1335

Minnesota State College - Southeast Technical
Red Wing Campus
308 Pioneer Road
Red Wing, MN 55066
(651) 385-6300
1-800-657-4849
TTY: (651) 385-6430

Winona Campus
1250 Homer Road, PO Box 409
Winona, MN 55987
(507) 453-2700
1-800-372-8164
TTY: (507) 453-2785

Minnesota West Community & Technical College
Canby Campus
1011 First Street West
Canby, MN 56220
(507) 223-7252
1-800-658-2535
TTY: (800) 627-3529

Granite Falls Campus
1593 11th Avenue
Granite Falls, MN 56241
(320) 564-4511
1-800-657-3247
TTY: (800) 627-3529

Jackson Campus
401 West Street
Jackson, MN 56143
(507) 847-3320
1-800-658-2522
TTY: (800) 627-3529

Pipestone Campus
1314 N. Hiawatha Ave.
Pipestone, MN 56164
(507) 825-6800
1-800-658-2330
TTY: (800) 627-3529

Worthington Campus
1450 Collegeway
Worthington, MN 56187
(507) 372-2107
1-800-657-3966
TTY: (800) 627-3529

Normandale Community College
9700 France Avenue South
Bloomington, MN 55431-4309
(952) 487-8143 or 487-7032
TTY: (612) 832-6552

North Hennepin Community College
7411 85th Avenue North
Brooklyn Park, MN 55445
(763) 424-0702
TTY: (763) 493-0558

Northland Community & Technical College
1101 Highway 1 East
Thief River Falls, MN 56701
(218) 681-0701
1-800-959-6282
TTY: (218) 681-0990

Northwest Technical College
Bemidji Campus
905 Grant Avenue SE
Bemidji, MN 56601
(218) 755-4270
1-800-942-8324
TTY: (800) 627-3529

Detroit Lakes Campus
900 Highway 34 East
Detroit Lakes, MN 56501
(218) 846-7444
1-800-492-4836
TTY: (800) 627-3529

East Grand Forks Campus
2022 Central Ave. NE
East Grand Forks, MN 56721
(218) 773-3441
1-800-451-3441
TTY: (800) 627-3529

Moorhead Campus
1900 28th Avenue South
Moorhead, MN 56560
(218) 236-6277
1-800-426-5603
TTY: (800) 627-3529

Wadena Campus
405 SW Colfax, PO Box 566
Wadena, MN 56482
(218) 631-3530
1-800-247-2007
TTY: (800) 627-3529

Pine Technical College
900 4th Street SE
Pine City, MN 55063
(320) 629-6764
1-800-521-7463
TTY: (320) 629-1030

Rainy River Community College*
1501 Highway 71
International Falls, MN
56649-2187
(218) 285-7722
1-800-456-3996
TTY: (218) 285-2261

Ridgewater College
Hutchinson Campus
2 Century Avenue SE
Hutchinson, MN 55350
(320) 587-3636
1-800-222-4424
TTY: (800) 627-3529

Ridgewater College
Willmar Campus
2101 15th Avenue NW
PO Box 1097
Willmar, MN 56201
(320) 235-5114
1-800-722-1151
TTY: (800) 627-3529

Riverland Community College
Albert Lea Campus
2200 Riverland Drive
Albert Lea, MN 56007
(507) 379-3300
1-800-333-2584
TTY: (800) 627-3529

Austin Campus
1900 Eighth Avenue NW
Austin, MN 55912
(507) 433-0600
1-800-247-5039
TTY: (800) 627-3529

Rochester Community and Technical College
851 30th Avenue SE
Rochester, MN 55904-4999
(507) 285-7210
1-800-247-1296
TTY: (507) 280-2968

St. Cloud Technical College
1540 Northway Drive
St. Cloud, MN 56303-1240
(320) 654-5000
1-800-222-1009
TTY: (320) 654-5988

St. Paul Technical College
235 Marshall Avenue
St. Paul, MN 55102
(651) 221-1300
1-800-227-6029
TTY: (651) 221-1340

South Central Technical College
Faribault Campus
1225 S.W. Third Street
Faribault, MN 55021
(507) 334-3965
1-800-422-0391
TTY: (507) 332-5866

Mankato Campus
1920 Lee Boulevard
North Mankato, MN 56003
(507) 389-7200
1-800-722-9359
TTY: (507) 389-7200

Vermilion Community College*
1900 East Camp Street
Ely, MN 55731
(218) 365-7200
1-800-657-3608
TTY: (218) 365-7292

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* *Itasca, Rainy River, Mesabi Range and Vermilion Colleges make up the Northeast Higher Education District, a consortium of four colleges.*

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OFFICE USE ONLY
DATE RECEIVED ______________ DATE ACCEPTED ______________ APPLICATION FEE PAID ______________

PERSONAL DATA

Name (Last, First, Middle) Date of Application

Name used in high school records or in other educational records and transcripts if different from above (Optional) (Last, First, Middle)

Social Security Number
___ ___ ___ - ___ ___ - ___ ___ ___ ___

Many colleges/universities use Social Security numbers for student identification purposes on student records. Providing your Social Security number is voluntary. If you do not provide this number, your application will still be processed. This data is requested for purposes of administration, program evaluation and consumer and alumni data. Your number also may be used to create summary information about MnSCU programs through data matches with other state agencies.

Current Mailing Address (House/Apartment Number, Street, P.O. Box/Rural Route) City State Zip Code County

Permanent Address, If Different From Above (Street, P.O. Box/Rural Route) City State Zip Code County

Home Phone ( ) **Business Phone** ( ) **E-mail address**

Are you a resident of Minnesota? ☐ Yes ☐ No

If yes, how long? _____years _____months

If no, what state are you a resident of?

Are you a U.S. citizen?
☐ Yes ☐ No If not, type of visa: ______________________________
(international students and non-immigrants must complete a separate application form.)

Permanent Resident (if applicable):
☐ Refugee ☐ Resident Alien ☐ Other: ______________

ADMISSIONS DATA

Name of Minnesota state college or university to which you are applying (use a separate copy of the application form for each institution)

Name of program, major, or curriculum you plan to follow; e.g. English, electrical engineering, auto mechanics, nursing.
Write "undecided" if you are, but indicate any alternatives you are considering. (Check college/university policies for admission requirements to specific programs of study.)

1: 2: 3:

What is your current educational intent at this institution?
☐ Complete courses, but not a degree ☐ Earn associate (two-year) degree ☐ Earn associate (two-year) degree and transfer
☐ Earn occupational certificate/diploma ☐ Complete courses and transfer without a degree ☐ Earn bachelor's (four-year) degree

What term do you intend to begin taking courses? (Check only one and indicate the year)
☐ Fall _____ ☐ Spring _____ ☐ Summer I _____ ☐ Summer II _____ ☐ Summer III _____

Do you plan to attend: ☐ Full time? (12 or more credits) ☐ Part time? (fewer than 12 credits)

Have you attended this college/university before? ☐ Yes ☐ No If yes, last date attended: ______________________

Activities/interests: (optional) Please list ____

REQUEST FOR CONFIDENTIAL INFORMATION

Providing the following information is voluntary. This information will assist Minnesota State Colleges and Universities in evaluating student recruitment and retention policies; it will not be used as a basis for admission.

Gender
☐ Male ☐ Female

Are you Hispanic or Latino (*a person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture, regardless of race*) ?
☐ yes ☐ no

Race and ethnic background (select any that apply)
☐ American Indian or Alaska Native
A person having origins in any of the original peoples of North, Central or South America and who maintains tribal affiliation or community attachment.
☐ Asian - *A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent*
☐ Black or African American - *A person having origins in any of the black racial groups of Africa*
☐ Native Hawaiian or Other Pacific Islander - *A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands*
☐ White - *A person having origins in any of the original peoples of Europe, the Middle East or North Africa*

What is the highest level of education for your parent(s)/guardian(s)?
Please respond for the parent(s), step-parent(s), adoptive parent(s) or guardian(s) who raised you. Check only one box for each parent/guardian.

Parent/Guardian #1
☐ No high school diploma ☐ High school diploma ☐ Some college ☐ Two-year college degree/diploma ☐ Bachelor's degree or higher ☐ Not sure/don't know

Parent/Guardian #2
☐ No high school diploma ☐ High school diploma ☐ Some college ☐ Two-year college degree/diploma ☐ Bachelor's degree or higher ☐ Not sure/don't know

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Application continues on page 4

EDUCATIONAL DATA

Do you have a high school diploma? ☐ Yes ☐ No **High School graduation date:** ______________

If no, do you have a GED? ☐ Yes ☐ No **Are you currently in high school?** ☐ Yes ☐ No

High school attended City State Zip

List any other post-secondary institutions attended *Official transcripts from each institution attended must be sent directly to the Admissions Office of the college/university.*

College/University/Institution City State Dates of Attendance Degrees Earned

College/University/Institution City State Dates of Attendance Degrees Earned

College/University/Institution City State Dates of Attendance Degrees Earned

Are you a high school student planning to take college courses under the Minnesota Post-Secondary Enrollment Options program (PSEO)? ☐ Yes ☐ No

If yes, please contact your high school counselor and also the admissions office of the college/university you plan to attend.

SIGNATURE REQUIRED BY ALL APPLICANTS

All of the information included is true and complete to the best of my knowledge.

Applicant's Signature Date

HIGH SCHOOL PREPARATION STANDARDS FOR MINNESOTA'S STATE UNIVERSITIES

■ STATE UNIVERSITY APPLICANTS ONLY – PLEASE COMPLETE ■

Students graduating from high school in 1994 or later must meet preparation requirements for admission/transfer to Minnesota state universities. ***Please list coursework that will be completed by graduation from high school.***

Number of Years (or fraction thereof):

ENGLISH ***(Minimum of 4 years)*** ______ ***Years***

MATHEMATICS ***(Minimum of 3 years)***

- Elementary algebra ______Years
- Intermediate algebra ______Years
- Geometry ______Years
- Trigonometry ______Years
- Pre-Calculus ______Years
- Other ______Years

Mathematics Total ______ ***Years***

SCIENCES ***(Minimum of 3 years)***

- Biological science with lab ______Years
- Physical sciences with lab ______Years
- Physics with lab ______Years
- Chemistry with lab ______Years
- Other with lab ______Years

Science Total ______ ***Years***

Number of Years (or fraction thereof):

SOCIAL STUDIES ***(Minimum of 3 years)***

- U.S. History ______Years
- Geography ______Years
- Other ______Years

Social Studies Total ______ ***Years***

WORLD LANGUAGE ***(Specify)*** ______________ ______ ***Years***

(Minimum of 2 years of a single world language)

ELECTIVES

(Minimum of 1 year of either world culture or fine arts)

World Culture ______Years

Arts

- Music ______Years
- Theater/Drama ______Years
- Visual Arts ______Years
- Dance ______Years
- Other ______Years

Total ______ ***Years***

TO BE COMPLETED BY HIGH SCHOOL OFFICIAL FOR FRESHMAN APPLICANT:

Applicant ranks (from top) in a class of students.

ACT composite score SUBSCORES E M Read Reas SAT total score SUBSCORES V M

Signature of Certifying Official Title Phone Number Date

HIGH SCHOOL/GED TRANSCRIPT RELEASE PERMISSION

Note to applicant:
ar off, sign and send or give directly to the last high school
ended. Your transcript cannot be sent without signed permission.

I, (STUDENT NAME) ____________________

hereby request ____________________
(LAST HIGH SCHOOL ATTENDED - INCLUDE CITY AND STATE)

to send a high school transcript, GED record, and/or IEP to:

____
Name of College/University Campus

____
Address

____
City State Zip Code

____
Applicant's Signature Date

TRANSCRIPT INFORMATION:

____
Name Used on School Transcript

____
Year Graduated or Last Attended

____
of Birth Social Security Number

This information will be used only to verify the correct identity of the student

____
Parent's Signature (if under 18) Date

____

NOTE TO SCHOOL PERSONNEL: Send all transcripts and/or IEPs directly to the college/university indicated by the applicant. Please copy this release and return it with the transcript. Keep the original release for your records.

BEST COPY AVAILABLE

PUPIL HEALTH IMMUNIZATION RECORD

NAME

STUDENT NUMBER

BIRTH DATE

FOR SCHOOL USE ONLY
- Complete; booster required in ____________
- In process; 18 mo. expires ____________
- Medical exemption for ____________
- Conscientious objection for ____________

Minnesota Statutes Section 121A.15 requires that all children who are enrolled in a Minnesota school be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, and hepatitis B* allowing for certain specified exceptions (see reverse side). This form is designed to provide the school with information required by the law and will be available for review by the Minnesota Department of Health and the local community health board.

Enter the MONTH, DAY, and YEAR for all vaccines the pupil received. DO NOT USE (•) or (•).

Type of Vaccine	1st Dose Mo/Day/Yr	2nd Dose Mo/Day/Yr	3rd Dose Mo/Day/Yr	4th Dose Mo/Day/Yr	5th Dose Mo/Day/Yr
Diphtheria, Tetanus, and Pertussis (DTaP, DTP)					
Diphtheria and Tetanus (DT) - pediatric formulation (<7 yrs)					
Tetanus and Diphtheria (Td) - adult formulation (• 7 yrs)					
Polio (IPV, OPV)					
Measles, Mumps, & Rubella (MMR) [minimum age: 12 mos]					
Hepatitis B (HBV) *					
***Haemophilus influenzae* type b** (Hib)**					
Varicella (Chickenpox)***					

* HBV is required for kindergarten and 7th grade enrollees.

** Hib vaccine is recommended only for children through age 4 years.

*** Varicella vaccine is recommended, but currently not required.

Note for school personnel: Be sure to initial and date any new information that you add to this form after the parent/guardian submits it. Also, record combination vaccines (e.g., DTP+Hib, Hib+HBV) in each applicable space.

Indicate immunization status and source of above information by choosing one of the following alternatives:

- I certify that this student has received all immunizations required by law.

____________________ ____________________
Signature of parent/guardian or physician/public clinic Date

- I certify that this student has received at least one dose of vaccine for diphtheria, tetanus, and pertussis (if age-appropriate), polio, hepatitis B*, measles, mumps, and rubella and will complete his/her diphtheria, tetanus, pertussis, hepatitis B*, and/or polio vaccine series within the next 18 months. The dates for which the remaining doses are to be given are:

____________________ ____________________
Signature of physician or public clinic Date

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LEGAL EXEMPTIONS TO MINNESOTA SCHOOL IMMUNIZATION LAW

- Students 7 years of age or older do not need pertussis vaccine.

- Students 18 years of age or older do not need polio vaccine.

- **Medical exemption:** No student is required to receive an immunization if they have a medical contraindication or laboratory evidence of immunity. To receive a medical exemption, a physician must sign the following statement.

I hereby certify that immunization is contraindicated for medical reasons or that laboratory confirmation of adequate immunity exists for the following immunizations: ______________________

____

______________________________________ ______________________

Signature of physician Date

- **Conscientious exemption:** No student is required to have an immunization which is contrary to the conscientiously held beliefs of his/her parent or guardian. To receive this exemption, a parent or legal guardian must complete and sign the following statement and have it notarized.

I hereby certify by notarization that immunization for my child is contrary to my conscientiously held beliefs. Indicate vaccine(s):

____

______________________________________ ______________________

Signature of parent or legal guardian Date

Subscribed and sworn to before me this _________ day of _________________________ 20______.

____

Signature of notary

Special Exceptions for DTP, Td, and Polio

Children less than 7 years of age: The 5th dose of DTaP/DTP/DT (similarly, the 4th dose of polio vaccine) is not necessary if the 4th DTaP/DTP/DT (3rd dose of polio) was administered after the 4th birthday.

Children 7 years of age and older: A history of 3 doses of DTaP/DTP/DT/Td and 3 doses of polio vaccine meets the minimum requirements of the law.

Students in grades 7-12: A Td booster given at age 11 years or later is not required for students in grades 7-12 whose most recent Td was given after their 7th birthday but before their 11th birthday. Instead, it will be required 10 years after the date of the most recent dose. (Note: Due to a shortage of Td vaccine, the enforcement of this Td booster requirement will be temporarily suspended during the 2001-2002 school year.)

MINNESOTA MDH DEPARTMENT OF HEALTH

IC#140-0155 (MDH, 2/01)

LESSON SIX THE DREADED ESSAY

Student Outcome

Student will be able to write a personal essay for college entrance and scholarships.

Portfolio Placement

Education

Time Frame

30-90 minutes

Size of Group

Small group

Materials Needed

- Handout 6.1: "Tips for Writing the Dreaded Essay"
- Large sheets of paper
- Notebook paper
- Markers and/or pens
- Masking tape
- 3 x 5 note cards
- Computer access with word processing
- Printers

Before You Begin

- Reserve computer lab or arrange other computer access with word processing software and printer.
- Make copies of handout for students.

Directions

1. Pass out 3 x 5 note cards and a piece of masking tape to each student.
2. Tell students to tape the note card on their backs with the masking tape.
3. Tell students to go around the room and write on each note card a positive attribute about that person that is something that they could expand upon in their personal essay. Give students adequate time to write on each card.

4. Give students Handout 6.1: "Tips for Writing the Dreaded Essay." Discuss the tips listed with students. Provide students with a large sheet of paper and markers for students to begin making the map listed on Handout 6.1: "Tips for Writing the Dreaded Essay."
5. Explain to students that this is THEIR chance to sell themselves on their personal attributes, interests, values of culture and spirituality, family, and community. Let them know that this is the vehicle in the application process that allows them to share the really unique characteristics about themselves.
6. Ask students to begin writing a draft of an essay. Proofread with students on an individual basis.
7. Ask students to file essays in OS for future reference.

Discussion

1. What is the purpose of writing the college application essay?
2. What do you think will be the hardest part for you in writing your personal essay?
3. How could you incorporate the comments from your peers into your essay?
4. What did you learn about yourself from others?
5. How does this activity relate to your transition process?

Closure

Journal/Community Circle — How have American Indians traditionally praised or complimented each other?

Tips for Writing the Dreaded Essay

The essay you write to accompany your college application is your opportunity to tell about yourself and what is really important to you. The essay is another way for the college admissions board to evaluate you. In the essay you can reflect on the personal values that remain close to your heart like family, culture, spirituality, and life. It is the opportunity to show your unique personality. As you write the essay, follow these tips —

- Realize that the purpose of writing an essay is to talk about yourself to help people know who you really are apart from test results and application forms. This is hard to do and often embarrassing. However the essay is very important because it offers the college admissions personnel the opportunity to know you in a different way from any of the other information you submit for admittance. So write about what makes YOU unique — what makes YOUR skills unusual — and what YOU could bring to the college to enrich the school.
- Read the directions carefully to make sure you understand the guidelines.
- Start by making a "personal map" on a piece of paper. This can be a drawing or a list. Include all the relevant facts or points you want to make. If the directions ask for you to tell about yourself, you might think of a specific incident in high school (or earlier) that illustrates what is important to you. Another option is for you to make a descriptive list of what you have accomplished that you feel is relevant to the application.
- Make sure you include specific information that is requested (such as why you want to attend that college).
- Organize you information (number your thoughts or drawing by numbering them — #1, #2 — in sequential order).
- Now take your "map" or list and write a rough draft.
- Make sure you are complete, accurate, and clear in your writing.
- Ask someone who knows you well to read your draft. The reader should look for accuracy, grammar, spelling, punctuation, and content. The reader should also look for what is missing — does this tell the whole story about you?

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- Rewrite and make changes based on your reader's comments.
- Ask a different reader to read and make comments based on accuracy, grammar, spelling, punctuation, content, and what might be missing.
- Make changes once again. Make sure you agree with all the content changes and feel secure that the essay is a reflection of you, your values, interests, and culture.
- Make a final copy for your application.
- Once you have written an essay for your first application, save it on a disk or a file so you can revise the essay for additional applications to different colleges or scholarship sources.

LESSON SEVEN KEEPING TRACK

Student Outcome

Student will be able to organize applications for colleges.

Portfolio Placement

Education

Time Frame

30 minutes initially and then ongoing

Size of Group

Small group

Materials Needed

- Handout 7.1: "Keeping Track of My College Applications"
- Writing utensils
- College applications
- College catalogues
- Envelopes
- Stamps
- Overhead transparency of Handout 7.1
- Overhead projector
- Overhead transparency pens

Before You Begin

- Prior to this exercise students should have selected colleges they are especially interested in based on all the previous activities completed. They should have college catalogues and applications in hand from those specific colleges for which they plan to apply or copies of completed applications.
- Make copies of handout for students.
- Make overhead transparency of handout.

Directions

1. Tell students that now that they have decided on a few colleges they want to apply to, they need to begin the process of completing applications and sending them to the colleges. As students decide which colleges to apply to based on their interests and their searches, they need to keep track of the information they are sending.
2. Give students copies of Handout 7.1: "Keeping Track of My College Applications." Tell students that to help them keep track of the applications they mail they should fill out the handout as they go along. Explain to students that completing the chart as they apply will make the process much easier in a month or more when they are waiting to hear from colleges, want information, want to visit, or ask the status of their application.
3. Go through the columns of Handout 7.1: "Keeping Track of My College Applications" using an overhead transparency of the handout.
4. Tell students to file the handout in their OS system.

Discussion

1. How many colleges do you think you should apply to?
2. Who will you talk to about the schools you are going to apply to? Why?

Closure

Journal/Community Circle — What does it feel like to be at this point in your high school career? How does you family feel about this next step for you? What sort of spiritual support are you receiving during this time of change?

KEEPING TRACK OF MY COLLEGE APPLICATIONS

	School 1	School 2	School 3	School 4
Name of school				
Contact name Phone number Address E-mail				
Date test scores sent (ACT/SAT, others)				
Prerequisites (high school courses, etc.)				
Date financial aid forms sent				
Date completed application sent				
Date application fee sent				
Date references sent				
Date essay sent				
Date of site visit				
Date of interview				

LESSON EIGHT PAYING FOR COLLEGE

Student Outcome

Student will be able to explain strategies to access funding for college.

Portfolio Placement

Education

Time Frame

60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 8.1: "Getting Money for College"
- Resources on financial aid
- Overhead projector
- Clear transparencies
- Transparency pens

Before You Begin

- Make copies of the handout for students.
- Collect additional resources and background material on financial aid sources.
- Students who are at the age/stage where they must pursue funding **now** should do so based on their searches and the discussion.

Directions

1. Ask students what some of the expenses are that are included in going to college. Record responses on the clear transparency.
2. Tell students to brainstorm ways they think they can pay for college. Write responses on transparency.
3. Give students Handout 8.1: "Getting Money for College." Discuss the information provided with students.
4. Review the types of financial aid "packages" that students can receive from colleges. Emphasize that the higher the student's GPA, the more options there will be for scholarships. Service projects may qualify for some scholarships.

Discussion

1. Does your community/tribe help with funding for college? How? What is the process?
2. What are some ways of receiving scholarships?
3. Where are some of the places and ways students can look for funding for college described in the handout?

Closure

Journal/Community Circle — Why do you think college is not free?

Getting Money for College

As you know by now, college is not free. That is one of the BIG differences for you between high school and college. The cost of college includes some or all of the following: tuition, books, housing, transportation, meals, and child care. There are several ways to pay for these expenses: personal savings, family savings/support, working while attending school (on campus — called work study — or off campus), grants, loans, and scholarships (from your reservation or other sources).

Because the cost of college is so high, many students start their college career in a two-year community or tribal college. The tuition is less at these schools and you can transfer to a four-year school after you finish and complete your degree in the same amount of time for less money.

If you will need financial aid to go to college, the first step is to complete the FAFSA (federal aid loan application). Based on the assessment of that application, the college/s you have been accepted to will determine the type of loan "package" they will offer you to attend their school. That package may include a combination of —

- Federal student loans (money lent to students by the government, banks or other agencies that usually does not have to be paid back until you leave college or graduate);
- Grants (typically do not have to be paid back);
- Scholarships (gifts of money or other assistance to help with college expenses awarded based on merit or need from Indian reservation scholarship programs, by achieving a high GPA in high school, or by doing well on entrance exams); and
- Work-study programs (programs in which you are hired by the college to perform needed work on campus such as clerical or research in exchange for wages).

If you do not receive an adequate "package' from the college you want to attend, there are other ways to add to that "package." Many Web sites are available to explore funding through scholarships. Scholarship guides can be found in any library. Ask your employer if there are any scholarships offered from the company for which you could apply. Call local service organizations (i.e. the Lion's Club; American Indian Chamber of Commerce, etc.) and ask if they have college funding available. Check with your church. Let the college admissions office staff know you are looking for additional funding.

What are some other places (agencies, clubs, resources) in your area you could approach and ask for funding for college? Are their tribal colleges or colleges that have special tuition considerations for American Indians in your area?

1. ____
2. ____
3. ____
4. ____
5. ____

REMEMBER: Apply to ALL the scholarships for which you are eligible. This is a lot of work, but when awarded, scholarship money does not have to be paid back. Every little bit helps in your goal to complete college.

Web sites that I will use again in the future to help me with my funding search —

1. ____
2. ____
3. ____
4. ____
5. ____

Other notes based on my searches for funding for college —

IMPORTANT NOTE: If for some reason you have to "stop out" of college for a semester or more after you have started, be sure to notify all of the agencies, etc. funding you and FORMALLY withdraw from the college. By doing this, you do not lose the opportunity to apply for future funding. IF YOU DO NOT formally withdraw from college and just "disappear' one day, you lose your ability to apply for funding for a period of time. DON'T LET THIS HAPPEN!

LESSON NINE

FINANCIAL AID/SCHOLARSHIP SEARCH

Student Outcome

Student will be able to use resources to search for scholarships and financial aid.

Portfolio Placement

Education

Time Frame

60-90 minutes

Size of Group

Small group

Materials Needed

- Handout 9.1: "Financial Aid/Scholarships Search List"
- Internet access
- Printers

Before You Begin

- Obtain access to computers with Internet access and printer/s.
- Make copies of the handout for students.
- Explore any additional or regional Web sites to add to the list.

Directions

1. Give students a copy of Handout 9.1: "Financial Aid/ Scholarships Search List."
2. Have students search sites listed looking at a minimum of five financial aid sources, three of which should be scholarships.
3. Have each student practice applying for one of the five scholarships.
4. Have students file their completed financial aid information in their OS. Encourage students to continue searching on their own time.

Discussion

1. Why is this an important skill to learn in preparation for college?
2. What other ways can financial aid money be found?

FINANCIAL AID/SCHOLARSHIP SEARCH LIST

www.fafsa.ed.gov
www.fastweb.com
www.gocollege.com
www.collegeview.com
www.scholarships.com
www.finaid.org
www.salliemae.com
www.fedmoney.org
www.iasf.org/index.htm
www.ihs.gov/JobsCareerDevelop/DHPS/HPRTSC.asp
www.fie.com/molis/scholar.htm
www.free-4u.com/native1.htm
www.finaid.org/finaid/focus/natamind.html
www.free-4u.com/minority.htm
www.back2college.com.scholar.htm
www.college-scholarships.com/100college.htm
www.acs.org/minorityaffairs/fanative/html#toc
www.isu.edu/departments/scholar/natame.htm
www.4scholarships.com
www.wrei.org/fellowships/index.html
www.fastap.org

LESSON TEN FINANCIAL AID APPLICATIONS

Student Outcome

Student will complete sample financial aid applications.

Portfolio Placement

Education

Time Frame

60 minutes

Size of Group

Small group

Materials Needed

- Handout 10.1: "FAFSA" (Federal financial aid form)
- Handout 10.2: "Minnesota Indian Scholarship Program Application"
- Blank transparencies
- Transparency pens
- Overhead projector
- Writing utensils

Before You Begin

- Collect copies of current FAFSA forms and Minnesota Indian Scholarship Program Applications (or the appropriate scholarship forms from your region) from your counselor or a local college financial aid officer.
- Make copies of the handouts for students.
- Make overhead transparencies of the applications.
- Ask a financial officer or counselor to explain the forms if you feel you do not have the background necessary to do so.
- Modifications —
    - Some students may need help finding the specific information they need for the application. Provide telephone books to get the details they need as appropriate.
    - Give students more than one copy of each application so they can practice writing within the space allowed.

Directions

1. Give students a copy of Handout 10.1: "FAFSA" and Handout 10.2: "Minnesota Indian Scholarship Program Application."
2. Describe the process of how to complete the applications using the overhead transparencies. Have a high school counselor or financial aid officer from a nearby college assist in explaining the forms as appropriate.
3. Ask students complete the applications. Walk around to each student and assist as they go through the process of completing the applications.
4. Ask students to file completed applications in their OS.

Discussion

1. Do you think there seems to be a set of standard information that all applications are asking of you? What is that information?
2. How will it help you to have this information on the sample applications filed in your OS for future reference?
3. Who do you know in the community who can help you access and understand American Indian college funding sources?

Closure

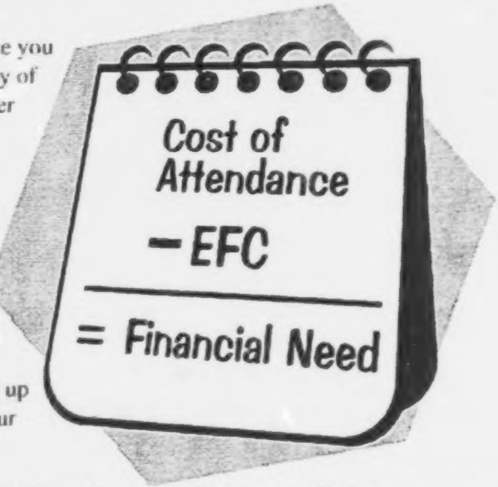
Journal/Community Circle — How important to do you feel this process is in your preparation and transition from high school?

What is the FAFSA℠?

This form, the *Free Application for Federal Student Aid*, or **FAFSA**, is used to apply for federal student financial aid, including grants, loans, and work-study. In addition, it is used by most states and schools to award non-federal student financial aid.

How does it work?

Completing the FAFSA is the first step in the financial aid process. Once you submit it, we process your information. Then we send an electronic copy of your information to all of the schools you list in Step Six. We mail a paper report, called a *Student Aid Report*, or **SAR**, to you. It is important to review your SAR when you receive it to make sure all of your information is correct and to provide any necessary corrections or additional information.



We enter your information into a formula from the Higher Education Act of 1965, as amended, and the result is your Expected Family Contribution, or **EFC**. This represents the amount your family is expected to contribute towards the cost of your education (although this amount may not exactly match the amount you and your family end up contributing). If your information is complete, your SAR will contain your EFC.

The schools you list in Step Six receive your EFC along with the rest of your information. They use the EFC to prepare a financial aid package to help you meet your financial need. **Financial need** is the difference between your EFC and your school's **cost of attendance** (which can include living expenses), as determined by the school. If you believe that you have special circumstances that should be taken into account, such as unusual medical or dental expenses or a significant change in income from one year to the next, contact the financial aid offices at the schools to which you are applying.

Any financial aid you are eligible to receive will be paid to you through your school. Typically, your school will first use the aid to pay tuition, fees, and room and board (if provided by the school). Any remaining aid is paid to you for your other expenses. You cannot receive aid from more than one school for the same period of enrollment.

You may receive a Federal Pell Grant from only one school for the same period of enrollment.

Where can I get more information?

The best place for information about student financial aid is the financial aid office at the school you plan to attend. The financial aid administrator can tell you about student aid available from your state, the school itself, and other sources.

The Internet is an incredible resource for financial aid information. Many schools have information about financial aid on their websites. You can also get free information from the U.S. Department of Education's website at **www.ed.gov/studentaid**, including access to free publications such as *Funding Your Education* and *The Student Guide*, or from **www.students.gov**.

You can call our Federal Student Aid Information Center for information at 1-800-4FED-AID (1-800-433-3243).

You can also find free information about federal, state, institutional, and private student aid in your high school counselor's office or local library's reference section (usually listed under "student aid" or "financial aid"). There may be information available from foundations, religious organizations, community organizations, and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with you parents' employers or unions to see if they award scholarships or have tuition payment plans.

Filling out the FAFSA, and applying for student financial aid is ***free****. You should be wary of mailings or websites that offer to submit your application for you, or to find you money for school if you pay them a fee. Some of them are legitimate, and some are scams. But generally any information or service you pay for can be had for free from your school or from the U.S. Department of Education.*

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What Does Your School Want You To Know?

We asked financial aid advisors from around the country what they would tell students filling out their FAFSAs. Here's what they said:

Read the form!

Many questions on the FAFSA are straightforward, like your Social Security Number or your date of birth. But many require you to read the instructions to make sure you answer the question correctly. Words like "household," "investments," and even "parent" all have common meanings, but are specifically defined for purposes of student financial aid. So be sure to read the instructions.

You may have unique family situations that may cause you to have additional questions. You should then contact a financial aid administrator at a school you wish to attend for clarification.

Apply early

Deadlines for aid from your state, from your school, and from private sources tend to be much earlier than deadlines for federal aid. To make sure that any financial aid package your school offers you will contain aid from as many sources as possible, apply as soon as you can after January 1, 2002.

The U.S. Department of Education will process your 2002-2003 FAFSA right up until June 30, 2003. However, to actually receive aid, your school must have your correct, complete information before your last day of enrollment in the 2002-2003 school year. So it is important to apply early to make sure you leave enough time for your school to receive your information and to make any necessary corrections.

You don't need to file your tax return before you submit your FAFSA

Filling out your tax return first will make completing the FAFSA easier. However, you do not need to submit your tax return to the IRS before you submit your FAFSA.

You can file your FAFSA electronically

You can fill out and submit a FAFSA over the Internet. This is the fastest way to apply for financial aid. Also, your information is edited before you submit it so, if you made any errors or left out any information, we can call this to your attention before you submit your information. This reduces the chance that your data will be rejected for some reason and makes it less likely that you will have to correct your information later. To submit your application using FAFSA on the Web, go to **www.fafsa.ed.gov**.

There may be additional forms

The FAFSA is the one application for federal student aid. Many schools and states rely solely upon this information. However, your school or state may require you to fill out additional forms. These additional forms may have deadlines that are earlier than the federal student aid deadlines, so be sure to check with the financial aid office at the school you plan to attend.

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2002-2003 The FAFSA℠

July 1, 2002 — June 30, 2003
Free Application for Federal Student Aid

OMB # 1845-0001

Use this form to apply for federal and state* student grants, work-study, and loans.

Apply free with FAFSA on the Web www.fafsa.ed.gov

1 If you are filing a **2001 federal income tax return**, we recommend that you complete it before filling out this form. However, you do not need to file your income tax return with the IRS before you submit this form.

If you or your family has **unusual circumstances not shown on this form** (such as loss of employment) that might affect your need for student financial aid, submit this form and then consult with the financial aid office at the college you plan to attend.

You may also use this form to apply for **aid from other sources, such as your state or college.** The deadlines for states (see table to right) or colleges may be as early as January 2002 and may differ. You may be required to complete additional forms. Check with your high school guidance counselor or a financial aid administrator at your college about state and college sources of student aid and deadlines.

2 Your answers on this form will be read electronically. Therefore:

- use black ink and fill in ovals completely: Correct ● Incorrect ☒ ✓
- print clearly in CAPITAL letters and skip a box between words: 1 5 E L M S T
- report dollar amounts (such as $12,356.41) like this: $ 1 2 , 3 5 6 no cents

Blue is for students and purple is for parents.

If you have questions about this application, or for more information on eligibility requirements and the U.S. Department of Education's student aid programs, look on the Internet at **www.ed.gov/studentaid**. You can also call 1-800-4FED-AID (1-800-433-3243). TTY users may call 1-800-730-8913.

3 After you complete this application, make a copy of it for your records. Then **mail the original of only pages 3 through 6** in the attached envelope or send it to: Federal Student Aid Programs, P.O. Box 4001, Mt. Vernon, IL 62864-8601.

You should submit your application as early as possible, but no earlier than January 1, 2002. We must receive your application **no later than June 30, 2003.** Your college must have your correct, complete information by your last day of enrollment in the 2002-2003 school year.

You should hear from us within four weeks. If you do not, please check on-line at **www.fafsa.ed.gov** or call 1-800-433-3243.

4 **Now go to page 3 and begin filling out this form. Refer to the notes as instructed.**

STATE AID DEADLINES

AR	April 1, 2002 *(date received)*
AZ	June 30, 2003 *(date received)*
*^CA	For initial awards – March 2, 2002 For community college awards – September 2, 2002 *(date postmarked)*
* DC	June 28, 2002 *(date received by state)*
DE	April 15, 2002 *(date received)*
FL	May 15, 2002 *(date processed)*
^ IA	July 1, 2002 *(date received)*
IL	For priority consideration, first-time applicants – September 30, 2002 For priority consideration, continuing applicants – August 15, 2002 *(date received)*
^ IN	March 1, 2002 *(date postmarked)*
* KS	For priority consideration – April 1, 2002 *(date received)*
KY	For priority consideration – March 15, 2002 *(date received)*
^ LA	For priority consideration – May 1, 2002 Final deadline – July 1, 2002 *(date received)*
^ MA	For priority consideration – May 1, 2002 *(date received)*
MD	March 1, 2002 *(date postmarked)*
ME	May 1, 2002 *(date received)*
MI	High school seniors – February 21, 2002 College students – March 21, 2002 *(date received)*
MN	June 30, 2003 *(date received)*
MO	April 1, 2002 *(date received)*
MT	For priority consideration – March 1, 2002 *(date postmarked)*
NC	March 15, 2002 *(date received)*
ND	April 15, 2002 *(date processed)*
NH	May 1, 2002 *(date received)*
^ NJ	June 1, 2002 if you received a Tuition Aid Grant in 2001-2002 All other applicants – October 1, 2002, for fall and spring terms – March 1, 2003, for spring term only *(date received)*
*^NY	May 1, 2003 *(date postmarked)*
OH	October 1, 2002 *(date received)*
OK	For priority consideration – April 30, 2002 Final deadline – June 30, 2002 *(date received)*
OR	For priority consideration – March 1, 2002 *(date received)*
* PA	All 2001-2002 State Grant recipients and all non-2001-2002 State Grant recipients in degree programs – May 1, 2002 All other applicants – August 1, 2002 *(date received)*
PR	May 2, 2003 *(date application signed)*
RI	March 1, 2002 *(date received)*
SC	June 30, 2002 *(date received)*
TN	May 1, 2002 *(date processed)*
*^WV	March 1, 2002 *(date received)*

Check with your financial aid administrator for these states: AK, AL, *AS, *CT, CO, *FM, GA, *GU, *HI, ID, *MH, *MP, MS, *NE, *NM, *NV, *PW, *SD, *TX, UT, *VA, *VI, *VT, WA, WI, and *WY.

^ *Applicants encouraged to obtain proof of mailing.*
* *Additional form may be required.*

Notes for questions **13–14** (page 3)

If you are an eligible noncitizen, write in your eight- or nine-digit Alien Registration Number. Generally, you are an eligible noncitizen if you are: (1) a U.S. permanent resident and you have an Alien Registration Receipt Card (I-551); (2) a conditional permanent resident (I-551C); or (3) an other eligible noncitizen with an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service showing any one of the following designations: "Refugee," "Asylum Granted," "Indefinite Parole," "Humanitarian Parole," or "Cuban-Haitian Entrant." If you are in the U.S. on only an F1 or F2 student visa, or only a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations), you must fill in oval **c**. If you are neither a citizen nor eligible noncitizen, you are not eligible for federal student aid. However, you may be eligible for state or college aid.

Notes for questions **17–21** (page 3)

For undergraduates, full time generally means taking at least 12 credit hours in a term or 24 clock hours per week. 3/4 time generally means taking at least 9 credit hours in a term or 18 clock hours per week. Half time generally means taking at least 6 credit hours in a term or 12 clock hours per week. Provide this information about the college you plan to attend.

Notes for question **29** (page 3) — Enter the correct number in the box in question 29.

Enter **1** for 1st bachelor's degree
Enter **2** for 2nd bachelor's degree
Enter **3** for associate degree (occupational or technical program)
Enter **4** for associate degree (general education or transfer program)
Enter **5** for certificate or diploma for completing an occupational, technical, or educational program of less than two years
Enter **6** for certificate or diploma for completing an occupational, technical, or educational program of at least two years
Enter **7** for teaching credential program (nondegree program)
Enter **8** for graduate or professional degree
Enter **9** for other/undecided

Notes for question **30** (page 3) — Enter the correct number in the box in question 30.

Enter **0** for never attended college & 1st year undergraduate
Enter **1** for attended college before & 1st year undergraduate
Enter **2** for 2nd year undergraduate/sophomore
Enter **3** for 3rd year undergraduate/junior
Enter **4** for 4th year undergraduate/senior
Enter **5** for 5th year/other undergraduate
Enter **6** for 1st year graduate/professional
Enter **7** for continuing graduate/professional or beyond

Notes for questions **37 c. and d.** (page 4) and **71 c. and d.** (page 5)

If you filed or will file a foreign tax return, or a tax return with Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau, use the information from that return to fill out this form. If you filed a foreign return, convert all figures to U.S. dollars, using the exchange rate that is in effect today.

Notes for questions **38** (page 4) and **72** (page 5)

In general, a person is eligible to file a 1040A or 1040EZ if he or she makes less than $50,000, does not itemize deductions, does not receive income from his or her own business or farm, and does not receive alimony. A person is not eligible if he or she itemizes deductions, receives self-employment income or alimony, or is required to file Schedule D for capital gains.

Notes for questions **41** (page 4) and **75** (page 5) — only for people who filed a 1040EZ or Telefile

On the 1040EZ, if a person answered "Yes" on line 5, use EZ worksheet line F to determine the number of exemptions ($2,900 equals one exemption). If a person answered "No" on line 5, enter 01 if he or she is single, or 02 if he or she is married.

On the Telefile, use line J(2) to determine the number of exemptions ($2,900 equals one exemption).

Notes for questions **47–48** (page 4) and **81–82** (page 5)

Net worth means current value minus debt. If net worth is one million or more, enter $999,999. If net worth is negative, enter 0.

Investments include real estate (do not include the home you live in), trust funds, money market funds, mutual funds, certificates of deposit, stocks, stock options, bonds, other securities, education IRAs, college savings plans, installment and land sale contracts (including mortgages held), commodities, etc. Investment value includes the market value of these investments as of today. Investment debt means only those debts that are related to the investments.

Investments do not include the home you live in, cash, savings, checking accounts, the value of life insurance and retirement plans (pension funds, annuities, noneducation IRAs, Keogh plans, etc.), or the value of prepaid tuition plans.

Business and/or investment farm value includes the market value of land, buildings, machinery, equipment, inventory, etc. Business and/or investment farm debt means only those debts for which the business or investment farm was used as collateral.

Notes for question **58** (page 4)

Answer **"No"** (you are not a veteran) if you (1) have never engaged in active duty in the U.S. Armed Forces, (2) are currently an ROTC student or a cadet or midshipman at a service academy, or (3) are a National Guard or Reserves enlistee activated only for training. Also answer "No" if you are currently serving in the U.S. Armed Forces and will continue to serve through June 30, 2003.

Answer **"Yes"** (you are a veteran) if you (1) have engaged in active duty in the U.S. Armed Forces (Army, Navy, Air Force, Marines, Coast Guard) or as a member of the National Guard or Reserves who was called to active duty for purposes other than training, or were a cadet or midshipman at one of the service academies, **and** (2) were released under a condition other than dishonorable. Also answer "Yes" if you are not a veteran now but will be one by June 30, 2003.

the **2002-2003**

FAFSA℠

Free Application for Federal Student Aid
For July 1, 2002 — June 30, 2003

OMB # 1845-0001

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

tep One: For questions 1-34, leave blank any questions that do not apply to you (the student).

1-3. Your full name (as it appears on your Social Security card)

1. LAST NAME: FOR INFORMATION ONLY
2. FIRST NAME: DO NOT SUBMIT
3. MIDDLE INITIAL: ☐

4-7. Your permanent mailing address

4. NUMBER AND STREET (INCLUDE APT. NUMBER): ____________________
5. CITY (AND COUNTRY IF NOT U.S.): ____________________
6. STATE: ____
7. ZIP CODE: ______

8. Your Social Security Number XXX - XX - XXXX

9. Your date of birth __ / __ / 19__

10. Your permanent telephone number (___) ___ - ____

11-12. Your driver's license number and state (if any)

11. LICENSE NUMBER: ____________________
12. STATE: ____

13. Are you a U.S. citizen? Pick one. See page 2.

a. Yes, I am a U.S. citizen. Skip to question 15 .... ○ 1
b. No, but I am an eligible noncitizen. Fill in question 14. .... ○ 2
c. No, I am not a citizen or eligible noncitizen. .... ○ 3

14. ALIEN REGISTRATION NUMBER A________

15. What is your marital status as of today?

I am single, divorced, or widowed .... ○ 1
I am married/remarried .... ○ 2
I am separated .... ○ 3

16. Month and year you were married, separated, divorced, or widowed MONTH __ / YEAR ____

each question (17 - 21), please mark whether you will be full time, 3/4 time, half time, less than half time, or not attending. **See page 2.**

17. Summer 2002	Full time/Not sure ○ 1	3/4 time ○ 2	Half time ○ 3	Less than half time ○ 4	Not attending ○ 5
18. Fall 2002	Full time/Not sure ○ 1	3/4 time ○ 2	Half time ○ 3	Less than half time ○ 4	Not attending ○ 5
19. Winter 2002-2003	Full time/Not sure ○ 1	3/4 time ○ 2	Half time ○ 3	Less than half time ○ 4	Not attending ○ 5
20. Spring 2003	Full time/Not sure ○ 1	3/4 time ○ 2	Half time ○ 3	Less than half time ○ 4	Not attending ○ 5
21. Summer 2003	Full time/Not sure ○ 1	3/4 time ○ 2	Half time ○ 3	Less than half time ○ 4	Not attending ○ 5
22. Highest school your father completed	Middle school/Jr. High ○ 1	High school ○ 2	College or beyond ○ 3	Other/unknown ○ 4	
23. Highest school your mother completed	Middle school/Jr. High ○ 1	High school ○ 2	College or beyond ○ 3	Other/unknown ○ 4	

24. What is your state of legal residence? STATE ____

25. Did you become a legal resident of this state before January 1, 1997? Yes ○ 1 No ○ 2

26. If the answer to question 25 is "No," give month and year you became a legal resident. MONTH __ / YEAR ____

27. Are you male? (Most male students must register with Selective Service to get federal aid.) Yes ○ 1 No ○ 2

28. If you are male (age 18-25) and not registered, answer "Yes" and Selective Service will register you. Yes ○ 1 No ○ 2

29. What degree or certificate will you be working on during 2002-2003? See page 2 and enter the correct number in the box. ☐

30. What will be your grade level when you begin the 2002-2003 school year? See page 2 and enter the correct number in the box. ☐

31. Will you have a high school diploma or GED before you enroll? Yes ○ 1 No ○ 2

32. Will you have your first bachelor's degree before July 1, 2002? Yes ○ 1 No ○ 2

33. In addition to grants, are you interested in student loans (which you must pay back)? Yes ○ 1 No ○ 2

In addition to grants, are you interested in "work-study" (which you earn through work)? Yes ○ 1 No ○ 2

35. Do not leave this question blank. Have you ever been convicted of possessing or selling illegal drugs? If you have, answer "Yes," complete and submit this application, and we will send you a worksheet in the mail for you to determine if your conviction affects your eligibility for aid.

No ○ 1
Yes ○ 3

DO NOT LEAVE QUESTION 35 BLANK

Step Two: For questions 36-49, report your (the student's) income and assets. If you are married today, report your and your spouse's income and assets, even if you were not married in 2001. Ignore references to "spouse" if you are currently single, separated, divorced, or widowed.

36. For 2001, have you (the student) completed your IRS income tax return or another tax return listed in **question 37**?

a. I have already completed my return. ○ b. I will file, but I have not yet completed my return. ○ c. I'm not going to file. **(Skip to question 42.)** ○

37. What income tax return did you file or will you file for 2001?

a. IRS 1040 .... ○ 1
b. IRS 1040A, 1040EZ, 1040Telefile .... ○ 2
c. A foreign tax return. **See page 2.** .... ○ 3
d. A tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau. **See page 2.** .... ○

38. If you have filed or will file a 1040, were you eligible to file a 1040A or 1040EZ? **See page 2.** Yes ○ 1 No ○ 2 Don't Know ○ 3

For questions 39-51, if the answer is zero or the question does not apply to you, enter 0.

39. What was your (and spouse's) adjusted gross income for 2001? Adjusted gross income is on IRS Form 1040–line 33; 1040A–line 19; 1040EZ–line 4; or Telefile–line I.	$ ☐☐☐ , ☐☐☐
40. Enter the total amount of your (and spouse's) income tax for 2001. Income tax amount is on IRS Form 1040–lines 47 + 52; 1040A–lines 30 + 34; 1040EZ–line 11; or Telefile–line K(2).	$ ☐☐ , ☐☐☐
41. Enter your (and spouse's) exemptions for 2001. Exemptions are on IRS Form 1040–line 6d or on Form 1040A–line 6d. For Form 1040EZ or Telefile, **see page 2.**	☐☐
42-43. How much did you (and spouse) earn from working (wages, salaries, tips, etc.) in 2001? Answer this question whether or not you filed a tax return. This information may be on your W-2 forms, or on IRS Form 1040–lines 7 + 12 + 18; 1040A–line 7; or 1040EZ–line 1. Telefilers should use their W-2 forms. **You (42)**	$ ☐☐☐ , ☐☐☐
Your Spouse (43)	$ ☐☐☐ , ☐☐☐

Student (and Spouse) Worksheets (44-46)

44-46. Go to page 8 and complete the columns on the left of Worksheets A, B, and C. Enter the student (and spouse) totals in questions 44, 45, and 46, respectively. Even though you may have few of the Worksheet items, check each line carefully. **Worksheet A (44)**	$ ☐☐ , ☐☐☐
Worksheet B (45)	$ ☐☐ , ☐☐☐
Worksheet C (46)	$ ☐☐ , ☐☐☐

47. As of today, what is the net worth of your (and spouse's) current **investments**? **See page 2.**	$ ☐☐☐ , ☐☐☐
48. As of today, what is the net worth of your (and spouse's) current **businesses and/or investment farms**? **See page 2.** Do not include a farm that you live on and operate.	$ ☐☐☐ , ☐☐☐
49. As of today, what is your (and spouse's) total current balance of **cash, savings, and checking accounts**? Do not include student financial aid.	$ ☐☐☐ , ☐☐☐
50-51. If you receive veterans' education benefits, for **how many months** from July 1, 2002 through June 30, 2003 will you receive these benefits, and **what amount** will you receive per month? Do not include your spouse's veterans education benefits. **Months (50)**	☐☐
Amount (51)	$ ☐☐☐

Step Three: Answer all seven questions in this step.

52. Were you born before January 1, 1979?	Yes ○ 1	No ○ 2
53. During the school year 2002-2003, will you be working on a master's or doctorate program (such as an MA, MBA, MD, JD, PhD, EdD, or graduate certificate, etc.)?	Yes ○ 1	No ○ 2
54. As of today, are you married? (Answer "Yes" if you are separated but not divorced.)	Yes ○ 1	No ○ 2
55. Do you have children who receive more than half of their support from you?	Yes ○ 1	No ○ 2
56. Do you have dependents (other than your children or spouse) who live with you and who receive more than half of their support from you, now and through June 30, 2003?	Yes ○ 1	No ○ 2
57. Are you an orphan, or are you or were you (until age 18) a ward/dependent of the court?	Yes ○ 1	No ○ 2
58. Are you a veteran of the U.S. Armed Forces? **See page 2.**	Yes ○ 1	No ○ 2

If you (the student) answer "No" to every question in Step Three, go to Step Four.

If you answer "Yes" to any question in Step Three, skip Step Four and go to Step Five on page 6.

(If you are a health profession student, your school may require you to complete Step Four even if you answered "Yes" in Step Three.)

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Step Four: Complete this step if you (the student) answered "No" to all questions in Step Three.

59. **Go to page 7 to determine who is considered a parent for this step.** What is your parents' marital status as of today?
(Pick one.) Married/Remarried ○ 1 Single ○ 2 Divorced/Separated ○ 3 Widowed ○ 4

60-63. What are the Social Security Numbers and last names of the parents reporting information on this form? If your parent does not have a Social Security Number, enter 000-00-0000

60. FATHER'S/STEPFATHER'S SOCIAL SECURITY NUMBER ☐☐☐ – ☐☐ – ☐☐☐☐

61. FATHER'S/ STEPFATHER'S LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

62. MOTHER'S/STEPMOTHER'S SOCIAL SECURITY NUMBER ☐☐☐ – ☐☐ – ☐☐☐☐

63. MOTHER'S/ STEPMOTHER'S LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

64. **Go to page 7** to determine how many people are in your parents' household. ☐☐

65. **Go to page 7** to determine how many in question 64 **(exclude your parents)** will be college students between July 1, 2002 and June 30, 2003. ☐

66. What is your parents' state of legal residence? STATE ☐☐

67. Did your parents become legal residents of the state in question 66 before January 1, 1997? Yes ○ 1 No ○ 2

68. If the answer to question 67 is "No," give the month and year legal residency began for the parent who has lived in the state the longest. MONTH ☐☐ / YEAR ☐☐☐☐

69. What is the age of your older parent? ☐☐

70. For 2001, have your parents completed their IRS income tax return or another tax return listed in **question 71**?

a. My parents have already completed their return ○ 1
b. My parents will file, but they have not yet completed their return. ○ 2
c. My parents are not going to file. **(Skip to question 76.)** ○ 3

71. What income tax return did your parents file or will they file for 2001?

a. IRS 1040 .... ○ 1
b. IRS 1040A, 1040EZ, 1040Telefile ...... ○ 2
c. A foreign tax return. **See page 2.** .... ○ 3
d. A tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau. **See page 2.** .... ○ 4

72. If your parents have filed or will file a 1040, were they eligible to file a 1040A or 1040EZ? **See page 2.** Yes ○ 1 No ○ 2 Don't Know ○ 3

For questions 73 - 83, if the answer is zero or the question does not apply, enter 0.

73. What was your parents' adjusted gross income for 2001? Adjusted gross income is on IRS Form 1040–line 33; 1040A–line 19; 1040EZ–line 4; or Telefile–line I. $ ☐☐☐ , ☐☐☐

74. Enter the total amount of your parents' income tax for 2001. Income tax amount is on IRS Form 1040–lines 47 + 52; 1040A–lines 30 + 34; 1040EZ–line 11; or Telefile–line K(2). $ ☐☐☐ , ☐☐☐

75. Enter your parents' exemptions for 2001. Exemptions are on IRS Form 1040–line 6d or on Form 1040A–line 6d. For Form 1040EZ or Telefile, **see page 2.** ☐☐

76-77. How much did your parents earn from working (wages, salaries, tips, etc.) in 2001? Answer this question whether or not your parents filed a tax return. This information may be on their W-2 forms, or on IRS Form 1040–lines 7 + 12 + 18; 1040A–line 7; or 1040EZ–line 1. Telefilers should use their W-2 forms.

Father/ Stepfather (76) $ ☐☐☐ , ☐☐☐

Mother/ Stepmother (77) $ ☐☐☐ , ☐☐☐

Parent Worksheets (78-80)

78-80. Go to page 8 and complete the columns on the right of Worksheets A, B, and C. Enter the parent totals in questions 78, 79, and 80, respectively. Even though your parents may have few of the worksheet items, check each line carefully.

Worksheet A (78) $ ☐☐ , ☐☐☐

Worksheet B (79) $ ☐☐ , ☐☐☐

Worksheet C (80) $ ☐☐ , ☐☐☐

81. As of today, what is the net worth of your parents' current **investments**? **See page 2.** $ ☐☐☐ , ☐☐☐

82. As of today, what is the net worth of your parents' current **businesses and/or investment farms**? **See page 2.** Do not include a farm that your parents live on and operate. $ ☐☐☐ , ☐☐☐

83. As of today, what is your parents' total current balance of **cash, savings, and checking accounts**? $ ☐☐☐ , ☐☐☐

Now go to Step Six.

Step Five: Complete this step only if you (the student) answered "Yes" to any question in Step Three.

84. Go to page 7 to determine how many people are in your (and your spouse's) household. ________

85. Go to page 7 to determine how many in question 84 will be college students between July 1, 2002 and June 30, 2003. ________

Step Six: Please tell us which schools should receive your information.

Enter the 6-digit federal school code and your housing plans. Look for the federal school codes at **www.fafsa.ed.gov**, at your college financial aid office, at your public library, or by asking your high school guidance counselor. If you cannot get the federal school code, write in the complete name, address, city, and state of the college. For state aid, you may wish to list your preferred school first.

86. 1ST FEDERAL SCHOOL CODE ☐☐☐☐☐☐ OR NAME OF COLLEGE ________ ADDRESS AND CITY ________ STATE ☐☐

HOUSING PLANS
87. on campus ○ 1 **off campus** ○ 2 **with parent** ○ 3

88. 2ND FEDERAL SCHOOL CODE ☐☐☐☐☐☐ OR NAME OF COLLEGE ________ ADDRESS AND CITY ________ STATE ☐☐

89. on campus ○ 1 **off campus** ○ 2 **with parent** ○ 3

90. 3RD FEDERAL SCHOOL CODE ☐☐☐☐☐☐ OR NAME OF COLLEGE ________ ADDRESS AND CITY ________ STATE ☐☐

91. on campus ○ 1 **off campus** ○ 2 **with parent** ○ 3

92. 4TH FEDERAL SCHOOL CODE ☐☐☐☐☐☐ OR NAME OF COLLEGE ________ ADDRESS AND CITY ________ STATE ☐☐

93. on campus ○ 1 **off campus** ○ 2 **with parent** ○ 3

94. 5TH FEDERAL SCHOOL CODE ☐☐☐☐☐☐ OR NAME OF COLLEGE ________ ADDRESS AND CITY ________ STATE ☐☐

95. on campus ○ 1 **off campus** ○ 2 **with parent** ○ 3

96. 6TH FEDERAL SCHOOL CODE ☐☐☐☐☐☐ OR NAME OF COLLEGE ________ ADDRESS AND CITY ________ STATE ☐☐

97. on campus ○ 1 **off campus** ○ 2 **with parent** ○ 3

Step Seven: Please read, sign, and date.

If you are the student, by signing this application you certify that you (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are not in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, and (4) will notify your school if you default on a federal student loan.

If you are the parent or the student, by signing this application you agree, if asked, to provide information that will verify the accuracy of your completed form. This information may include your U.S. or state income tax forms. Also, you certify that you understand that **the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies.** If you purposely give false or misleading information, you may be fined $20,000, sent to prison, or both.

98. Date this form was completed.

MONTH ☐☐ / DAY ☐☐ / **2002** ○ or **2003** ○

99. Student signature (Sign in box)

FOR INFORMATION ONLY.

Parent signature (one parent whose information is provided in Step Four) (Sign in box)

DO NOT SUBMIT.

If this form was filled out by someone other than you, your spouse, or your parent(s), that person must complete this part.

Preparer's name, firm, and address

100. Preparer's Social Security Number (or 101) ☐☐☐-☐☐-☐☐☐☐

101. Employer ID number (or 100) ☐☐-☐☐☐☐☐☐☐

102. Preparer's signature and date

SCHOOL USE ONLY:

D/O ○

FAA SIGNATURE

Federal School Code ☐☐☐☐☐☐

MDE USE ONLY:

Special Handle ☐☐☐☐☐☐

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Notes for questions **59–83** (page 5) **Step Four:** Who is considered a parent in this step?

Read these notes to determine who is considered a parent for purposes of this form. **Answer all questions in Step Four about them**, even if you do not live with them.

If your parents are both living and married to each other, answer the questions about them.

If your parent is widowed or single, answer the questions about that parent. If your widowed parent is remarried as of today, answer the questions about that parent **and** the person whom your parent married (your stepparent).

If your parents are divorced or separated, answer the questions about the parent you lived with more during the past 12 months. (If you did not live with one parent more than the other, give answers about the parent who provided more financial support during the last 12 months, or during the most recent year that you actually received support from a parent.) If this parent is remarried as of today, answer the questions on the rest of this form about that parent **and** the person whom your parent married (your stepparent).

Notes for question **64** (page 5)

Include in your parents' household (see notes, above, for who is considered a parent):

- your parents and yourself, even if you don't live with your parents, and
- your parents' other children if (a) your parents will provide more than half of their support from July 1, 2002 through June 30, 2003 or (b) the children could answer "No" to every question in Step Three on page 4 of this form, and
- other people if they now live with your parents, your parents provide more than half of their support, and your parents will continue to provide more than half of their support from July 1, 2002 through June 30, 2003.

Notes for questions **65** (page 5) and **85** (page 6)

Always count yourself as a college student. **Do not include your parents.** Include others only if they will attend at least half time in 2002-2003 a program that leads to a college degree or certificate.

Notes for question **84** (page 6)

Include in your (and your spouse's) household:

- yourself (and your spouse, if you have one), and
- your children, if you will provide more than half of their support from July 1, 2002 through June 30, 2003, and
- other people if they now live with you, and you provide more than half of their support, and you will continue to provide more than half of their support from July 1, 2002 through June 30, 2003.

Information on the Privacy Act and use of your Social Security Number

We use the information that you provide on this form to determine if you are eligible to receive federal student financial aid and the amount that you are eligible to receive. Sections 483 and 484 of the Higher Education Act of 1965, as amended, give us the authority to ask you and your parents these questions, and to collect the Social Security Numbers of you and your parents. We use your Social Security Number to verify your identity and retrieve your records, and we may request your Social Security Number again for those purposes.

State and institutional student financial aid programs may also use the information that you provide on this form to determine if you are eligible to receive state and institutional aid and the need that you have for such aid. Therefore, we will disclose the information that you provide on this form to each institution you list in questions 86–97, state agencies in your state of legal residence, and the state agencies of the states in which the colleges that you list in questions 86–97 are located.

If you are applying solely for federal aid, you must answer all of the following questions that apply to you: 1–9, 13–15, 24, 27–28, 31–32, 35, 36–40, 42–49, 52–66, 69–74, 76-85, and 98–99. If you do not answer these questions, you will not receive federal aid.

Without your consent, we may disclose information that you provide to entities under a published "routine use." Under such a routine use, we may disclose information to third parties that we have authorized to assist us in administering the above programs; to other federal agencies under computer matching programs, such as those with the Internal Revenue Service, Social Security Administration, Selective Service System, Immigration and Naturalization Service, and Veterans Administration; to your parents or spouse; and to members of Congress if you ask them to help you with student aid questions.

If the federal government, the U.S. Department of Education, or an employee of the U.S. Department of Education is involved in litigation, we may send information to the Department of Justice, or a court or adjudicative body, if the disclosure is related to financial aid and certain conditions are met. In addition, we may send your information to a foreign, federal, state, or local enforcement agency if the information that you submitted indicates a violation or potential violation of law, for which that agency has jurisdiction for investigation or prosecution. Finally, we may send information regarding a claim that is determined to be valid and overdue to a consumer reporting agency. This information includes identifiers from the record; the amount, status, and history of the claim; and the program under which the claim arose.

State Certification

By submitting this application, you are giving your state financial aid agency permission to verify any statement on this form and to obtain income tax information for all persons required to report income on this form.

The Paperwork Reduction Act of 1995

The Paperwork Reduction Act of 1995 says that no one is required to respond to a collection of information unless it displays a valid OMB control number, which for this form is 1845-0001. The time required to complete this form is estimated to be one hour, including time to review instructions, search data resources, gather the data needed, and complete and review the information collection. If you have comments about this estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington DC 20202-4651.

We may request additional information from you to process your application more efficiently. We will collect this additional information only as needed and on a voluntary basis.

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Worksheets
Calendar Year 2001

Do not mail these worksheets in with your application.
Keep these worksheets; your school may ask to see them.

Worksheet A

Student/Spouse For question 44		Parent(s) For question 78
$	Earned income credit from IRS Form 1040–line 61a; 1040A–line 39a; 1040EZ–line 9a; or Telefile–line L(2).	$
$	Additional child tax credit from IRS Form 1040–line 63 or 1040A–line 40	$
$	Welfare benefits, including Temporary Assistance for Needy Families (TANF). Don't include Food Stamps or subsidized housing.	$
$	Social Security benefits received that were not taxed (such as SSI)	$
$	**Enter in question 44.** **Enter in question 78.**	$

Worksheet B

For question 45		For question 79
$	Payments to tax-deferred pension and savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 Form in Boxes 12a through 12d, codes D, E, F, G, H, and S	$
$	IRA deductions and payments to self-employed SEP, SIMPLE, and Keogh and other qualified plans from IRS Form 1040–total of lines 23 + 29 or 1040A–line 16	$
$	Child support **received** for all children. Don't include foster care or adoption payments.	$
$	Tax exempt interest income from IRS Form 1040–line 8b or 1040A–line 8b	$
$	Foreign income exclusion from IRS Form 2555–line 43 or 2555EZ–line 18	$
$	Untaxed portions of IRA distributions from IRS Form 1040–lines (15a minus 15b) or 1040A–lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here.	$
$	Untaxed portions of pensions from IRS From 1040–lines (16a minus 16b) or 1040A–lines (12a minus12b). Exclude rollovers. If negative, enter a zero here.	$
$	Credit for federal tax on special fuels from IRS Form 4136–line 10– nonfarmers only	$
$	Housing, food, and other living allowances paid to members of the military, clergy, and others (including cash payments and cash value of benefits)	$
$	Veterans' noneducation benefits such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances	$
$	Any other untaxed income or benefits not reported elsewhere on Worksheets A and B, such as worker's compensation, untaxed portions of railroad retirement benefits, Black Lung Benefits, disability, etc. **Don't include** student aid, Workforce Investment Act educational benefits, or benefits from flexible spending arrangements, e.g., cafeteria plans.	$
$	Cash **received**, or any money paid on your behalf, not reported elsewhere on this form	XXXXXXXX
	Enter in question 45. **Enter in question 79.**	

Worksheet C

For question 46		For question 80
$	Education credits (Hope and Lifetime Learning tax credits) from IRS Form 1040-line 46 or 1040A-line 29	$
$	Child support **paid** because of divorce or separation. Don't include support for children in your (or your parents') household, as reported in question 84 (or question 64 for your parents).	$
$	Taxable earnings from Federal Work-Study or other need-based work programs	$
$	Student grant, scholarship, fellowship, and assistantship aid, including AmeriCorps awards, that was reported to the IRS in your (or your parents') adjusted gross income	$
$	**Enter in question 46.** **Enter in question 80.**	$

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MINNESOTA DEPARTMENT OF
Children Families & Learning

RETURN TO:
INDIAN EDUCATION
1819 Bemidji Avenue
Bemidji, MN 56601

- MINNESOTA -
INDIAN SCHOLARSHIP PROGRAM APPLICATION

ED-00287-29

A. TO BE COMPLETED BY THE STUDENT – RETURN COMPLETED FORM TO THE ABOVE ADDRESS

[illegible]INT CLEARLY

This Application is a: ☐ New Application ☐ Renewal ☐ Revision ☐ Summer School → For School Year: 20 ____ to 20 ____

Last Name, First Name, Middle Init., (Maiden Name)
Birthdate
Social Security Number - -
Home Address
City
State
Zip Code -
Telephone Number ( ) -
Sex ☐ Male ☐ Female
Marital Status ☐ Married ☐ Single ☐ Other
Ages of Dependent Children:
Student's Tribal Affiliation
Tribe's Location (State)
Father's Full Name
Tribe
Mother's Maiden Name
Tribe
High School Attended/GED
City
State
Year Graduated
Year in College / Technical School 1 2 3 4
Higher Education Institution Planning to Attend
☐ Teaching ☐ Non-Teaching
Length of Course
Major / Course of Study
Enrollment Status ☐ Part-Time ☐ Full-Time
Term ☐ SS-II ☐ 1st ☐ 2nd ☐ 3rd ☐ SS-I
Expected Graduation Date

PERMISSION FOR INFORMATION RELEASE → TO BE SIGNED BY THE APPLICANT

I hereby give permission to the Institution of higher education to share all information pertaining to my financial aid application and/or academic record with the Indian Scholarship Committee. I also do hereby give permission to the Indian Scholarship Office to obtain information from all funding sources relating to this application, obtain my degree of Indian Ancestry, and to release name, address and course of study to prospective employers. I further declare that the information given by me on this form is true, correct and complete to the best of my knowledge and if granted financial assistance, I will use it ONLY for educational expenses to complete my degree.

Blood Quantum ____________ Signature of Applicant ____________ Date of Application ____________

B. TO BE COMPLETED BY THE FINANCIAL AID OFFICE

[illegible]E OF INSTITUTION: ____________
ADDRESS OF CAMPUS: ____________ $
STUDENT ATTENDING: ☐ Part-Time ☐ Full-Time FOR BUDGET PERIOD FROM: ________ TO: ________

RESOURCES: PARENT CONTRIBUTIONS: $________ STUDENT CONTRIBUTIONS $________ TOTAL RESOURCES → $

	SS-II	1ST TERM	2ND TERM	3RD TERM	SS-I	
CURRENT STUDENT STATUS: (probation/suspension/default, etc.)	Date____	Date____	Date____	Date____	Date____	
ASSESSED NEED	$	$	$	$	$	$
COLLEGE AID PELL GRANT						
SEOG						
MN ST GT						
COLLEGE WORK STUDY						
☐ LOAN / ☐ OTHER						
BALANCE OF UNMET NEED	$	$	$	$	$	$

SIGNATURE: ____________ College or University Financial Aids Officer ____________ Telephone Number ____________ Date

C. INDIAN EDUCATION OFFICE USE ONLY

MN INDIAN SCH PROGRAM ____ $
____ $
TRIBE ____ $
____ $

APPROVED BY: ____________ For Minnesota Department of Children, Families and Learning ____________ Date ____________ For Tribal Office

TELEPHONE: (218) 755-2926 FAX: (218) 755-2008

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LESSON ELEVEN

COLLEGE SUCCESS

Student Outcome

Student will be able to explain strategies for succeeding in college.

Portfolio Placement

Education

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 11.1: "Tips for Succeeding in College"
- Writing utensils

Before You Begin

- Make copies of the handout for each student.
- Review the checklist to make sure you can explain and answer each of the items. If there are some you are not sure about, consult your high school counselor.

Directions

1. Tell students that they are going to look at some proven tips that will make their college experience more successful. Tell students that these tips are based on the experiences of many who have gone to college before them.
2. Give Handout 11.1: "Tips for Succeeding in College" to students. Explain how to complete the activity and score it.
3. Allow adequate time for students to complete the tips sheet and score it.
4. Read through the items and explain them. Allow students to change their answers if necessary.

Discussion

1. Which areas do you think you will need the most help with as you prepare for college?

2. Who are the people in your life right now that can help you with those areas?
3. Who are people you might have to find to help you with these new tasks?
4. What are some strategies you can use to get help from those you will need help from?

Closure

Journal/Community Circle — How does this activity relate to helping you make a smooth transition?

Tips for Succeeding in College

There are certain activities and things you can do to be successful in college. Read over these tips and be ready to discuss them. Which ones do you agree with? Which ones can you use in your life? Put a check by the ideas you know you can do and a 0 by the ones you need the most help to do.

1. ____ Find and get to know one person on campus who cares about your survival. it may be someone at the American Indian Resource Center, a teacher, a tutor, or a peer.

2. ____ Learn where the helping resources are on your campus and where they are located. Use them early!

3. ____ Give yourself time to adjust — set realistic goals.

4. ____ Pray or find someone to pray with.

5. ____ Be clear with yourself and others about what your goals are and why you are in college.

6. ____ Set up a daily schedule and stick to it.

7. ____ Show up for class.

8. ____ Visit the career center early in your first two years of college.

9. ____ Assess and improve your study habits. Get help from tutoring services, if necessary.

10. ____ Focus on school and school work first, not a full-time or part-time job.

11. ____ Hang out with people who share your values and intention to do well in school. Think about it — college is a decision that will shape your whole life. Make wise choices.

12. ____ Remember you and your roommate don't have to be best friends, but get to know your roommate. Strive to be flexible and understanding and not judgmental.

Continued on next page

13. ____ Work really hard to do well on your first test. This will set the tone for the future.

14. ____ Keep in touch with your family and your community. Write home. Call home. Visit when you can. They will help you feel grounded.

15. ____ Take your health seriously. Don't skip meals, eat healthy food, exercise, and beware of drugs and alcohol.

16. ____ Get involved in one co-curricular activity and participate in campus activities.

17. ____ Learn how to use the library.

18. ____ Get to know your advisor and communicate with him/her regularly.

19. ____ Develop your computer skills.

20. ____ Whenever possible, choose teachers who best fit your learning style.

21. ____ Take part in activities on campus.

My total number of checks: ___________

My total number of 0's: _____________

LESSON TWELVE COLLEGE SPONSORSHIP/MENTORSHIP

Student Outcomes

Student will ask specific questions of a mentor/sponsor.
Student will be able to list expectations of the sponsorship/mentorship experience.

Portfolio Placement

Education

Time Frame

60 minutes

Size of Group

20 or less

Materials Needed

- Handout 12.1: "Sample Questions for Your Mentor"
- Handout 12.2: "Sponsorship Expectations"
- Writing utensils
- Overhead projector
- Blank overhead transparencies

Before You Begin

- Find out where former American Indian students from your high school are attending college. Connecting students with current college students gives them access to someone experiencing college right now. This mentor/sponsor can give student current information and talk with them from a perspective that you may not have.
- Contact those students and ask if they will mentor high school American Indian 9-12th graders about college preparation. Arrange a meeting with the mentor/sponsor and the student at your school.
- Make copies of the handouts for students and mentors/sponsors.

Directions

1. Tell students that talking to current American Indian college students from their area can help answer questions they may have about attending college.
2. Pass out a copy of Handout 12.2: "Sample Questions for Your Mentor."

3. Ask students for additional questions they would like to ask. Write those on an overhead transparency so students can copy those questions on their handout.
4. Assign students to a sponsor/mentor from your area.
5. Make arrangements for students to meet the mentors/sponsors at your school.
6. Have students ask their mentor the questions prepared when they meet for the first time.
7. Go through the questions and responses with students and mentors as a group during the initial meeting.
8. Ask students and mentors/sponsors to complete Handout 12.2: "Sponsor Expectations." Instruct students and mentors/sponsors to complete the handout individually and then discuss their responses to determine expectations and goals.
9. Discuss the completed handout with the group. Discuss how the goals will be met (i.e., how will students keep in touch with their mentor/sponsor).
10. Write thank you letters to sponsors/mentors for meeting with the group and include plans for future meetings.

Discussion

1. What do you think the main issues are that the mentors/sponsors faced in attending college?
2. What was your outlook on college before you met your mentor/sponsor? What is it now?
3. Was your meeting with your sponsor/mentor positive or negative? Why?
4. What are some tips you have learned from meeting with your sponsor/mentor?
5. What role will your sponsor/mentor play for you in the future?
6. What goals did the two of you decide upon together?
7. Who are the people in your life right now that can help you with those areas?

Closure

Journal/Community Circle — What is the value of this kind of relationship to you in your transition process?

Sample Questions for Your Mentor

1. What do you like best about college?
2. How is college different from high school?
3. How is college similar to high school?
4. What was the hardest class you've had to take?
5. Was it easy to make new friends?
6. Where do I go if I need help of any kind?
7. What is it like living in a dorm?
8. How much do I have to study?
9. What are some things that are "must-do?"
10. What should I avoid while I'm in school?
11. What types of extracurricular activities are there for me?
12. Where did you find your most helpful cultural support on campus?
13. What advice do you have for me as a student?

Sponsorship Expectations

List expectations that each of you have for the sponsorship experience.

The Sponsor's Role	The Student's Role

What goals do you have for the sponsorship relationship?

LESSON THIRTEEN STUDY HABITS

Student Outcome:

Student will be able to identify key study strategies.

Portfolio Placement

NA

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 13.1: "Study Habits Questionnaire"
- Handout 13.2: "Strategies for Successful Studying"
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Give each student a copy of Handout 13.1: "Study Habits Questionnaire."
2. Ask students to complete the questionnaire.
3. Review questionnaire with students.
4. Give students a copy of Handout 13.2: "Strategies for Successful Studying."
5. Go through each of these tips with students. Discuss each strategy with students.

Discussion

1. What current study strategies do you use? What works well?
2. How will you prepare for the pace of classes in college and the amount of reading?
3. How can you use these tips now?

Closure

Journal — Write down some goals for study strategies you will work on while you are in the program.

STUDY HABITS QUESTIONNAIRE

Directions: Think of your current study habits. Read each statement below and circle "YES" if the statement matches your current study habits or "NO" if the statement does not match your current study habits. Once you have answered all 10, add up the total "YES" responses and the total "NO" responses and put your totals on the lines provided at the bottom of the questionnaire.

1. YES NO I always try to find one adult (faculty, support staff, administrator, etc.) in the school who cares about me and who I can trust to help me.
2. YES NO I find out right away where the places are in the school that I can get help when I need it (the library, the academic support center, student services, etc.).
3. YES NO I am in school because it is important to me.
4. YES NO I set up a daily schedule to complete my homework and other responsibilities.
5. YES NO I know how to balance my school life, my personal life, my family life, and my work life.
6. YES NO I know how to study using my strongest learning style.
7. YES NO I am involved in study groups.
8. YES NO I know how to find my teachers outside of class to ask them for help.
9. YES NO When I am learning new concepts, I am not afraid to ask "why" and challenge new ideas.
10. YES NO I know how to use the Internet, library, and other resource materials.

My total "YES" responses __________

My total "NO" responses __________

Strategies for Successful Studying

Making Your Study Sessions Work

- Study during YOUR best time of the day. Schedule study time for the times of the day when you do your best work. These are good times to tackle your most difficult assignments.
- Don't schedule long study sessions. Instead of scheduling one four-hour session, split it up into two, two-hour sessions. You'll find you work better in short periods of time.
- Allow yourself 5-10 minute study breaks. Taking breaks will actually make you work more efficiently by enabling you to concentrate better, reduce fatigue, motivate you, and allow material to sink in while you're resting.
- Reward yourself when you're done studying. You need to give yourself things to look forward to when you finish. These could be watching some TV, talking on the phone, or whatever you enjoy.

Fighting Procrastination

- Study with a friend or join a study group. When exchanging ideas with others, you may find the time goes by faster. You may find it helpful to compare notes and quiz each other about ideas and get different points of view on less familiar material.
- Break long, boring assignments into smaller tasks. If you have to read a chapter on a difficult subject, read just five to seven minutes at a time.
- Complete difficult tasks first. If there's one particular area of study that's difficult or unpleasant, do that one first, when your energy level is higher and you can concentrate best.

Fighting Distraction

- Find a couple of places that are just for studying. Establish a couple of places for regular studying and if possible, do nothing else there. If you use these places only for studying, they will be associated with just that and will help with good study behavior.
- Establish a good study environment. Make sure there is good lighting, the right temperature, and a comfortable chair, as well as plenty of reading and writing space.

Gain the Extra Edge

- Carry some school work and use waiting time. Time when you are waiting for class to start, waiting for the bus, and waiting for appointments can really add up over a day. You can use this time to go over class notes, do some reading, or just review in your mind.

LESSON FOURTEEN

CAN YOU FOLLOW DIRECTIONS?

Student Outcome

Student will be able to follow written directions.

Portfolio Placement

NA

Time Frame

10-15 minutes

Size of Group

Large or small group

Materials Needed

- Handout 14.1: "Can You Follow Directions?"
- Writing utensils

Before You Begin

- Make copies of handout for students.

Directions

1. Pass out a copy of Handout 14.1: "Can You Follow Directions?" to each student.
2. Tell them they only have three minutes to do this test and it will be timed.
3. Tell students they MUST do this activity by themselves.
4. Give no other instructions than this.
5. Tell student to put down their pencils after three minutes.
6. Ask students what activities they did on the handout. If students did not follow direction number one, they probably started doing every activity in each step when they should have only completed number one and two.

Discussion

1. How does this activity relate to following directions in school? Relate to study strategies?
2. What are some examples of what happens when you do not follow directions?

3. Why is following directions an important skill, not only in school but also at work?
4. How does this activity relate to your transition?

Closure

Journal/Community Circle — What is the best way for you to receive directions? Think about your learning style. (Examples: If written directions are not the best mode, ask students how they can ask for accommodations and have directions read, spoken, or drawn for them.)

CAN YOU FOLLOW DIRECTIONS?

This is a timed test. You only have 3 minutes to complete.

1. Read all of the statements carefully before you do anything.
2. Put your name in the upper right-hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper left-hand corner.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title, write "yes, yes, yes."
9. Put a circle completely around sentence number seven.
10. Put an "X" in the lower left-hand corner of this page.
11. Draw a triangle around the "X" you just made.
12. On the back of this paper, multiply 37 by 20.
13. Draw a rectangle around the word five in sentence four.
14. Loudly call out your first name when you get this far.
15. If you think you have followed directions carefully to this point, call out "I have it!"
16. On the reverse side of this paper add 8950 and 9862.
17. Put a circle around your name.
18. In your normal speaking voice, count from ten to one backward.
19. Punch three holes in the top of this paper.
20. If you are the first person to reach this point, loudly call out "I am the first person to this point and I am the leader in following directions."
21. Underline all even numbers on the left side of this page.
22. Put a square around each written out number such as "seven" on this page.
23. Loudly call out "I am nearly finished! I have followed directions!"
24. Now that you have finished reading everything carefully, do only sentences one and two.

LESSON FIFTEEN PROVE WHAT YOU KNOW

Student Outcome

Student will be able to effectively prepare for objective, essay, and oral examinations.

Time Frame

60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 15.1: "Prove What You Know"
- Handout 15.2: "Exam Preparation Scenarios"
- Writing utensils

Before You Begin

- Make copies of Handout 15.1: "Prove What You Know" for students. Handout 15.2: "Exam Preparation Scenarios" is for facilitator use only.

Directions

1. Pass out a copy of Handout 15.1: "Prove What You Know" to students.
2. Explain to students that one of the hardest tasks for many students is to prepare for and take exams well. Many students "freeze up" at the point of taking exams. When this happens they are unable to "prove what they know." Part of this problem is poor preparation. The handout has good tips to help them study in a way that they will be prepared and feel more confident about what they know so they can "share what they know."
3. Discuss the tips on the handout with students.
4. Break the group up into two teams. Have them split up and group together on opposite sides of the room.
5. Read different scenarios from Handout 15.2: "Exam Preparation Scenarios" for preparing for an exam from the list provided and ask teams to determine a strategy. Remind students to review Handout 15.1: "Prove What You Know." Ask groups to discuss the chosen strategies.

Discussion

1. What exam strategies do you use? What have you found to be helpful? What hasn't worked as well?
2. How does this activity relate to your transition?

Closure

Journal — Write a goal for yourself on how you can improve your exam preparation skills.

Proving What You Know

Exam Preparation

How to Review

- Pull together material from lectures, reading notes, labs, and other assignments.
- Avoid trying to catch up on assigned reading/missed assignments.
- Pay special attention in class during the three or four class sessions immediately before an exam. Instructors will usually give hints and suggest key points to review for the upcoming test.
- Create your own review questions.
- Practice what you will be required to do in the exam. If you are taking an essay test, practice writing your answers out in essay form. If you are to take a multiple-choice test, review with these types of questions in mind.
- Review your previous tests in the course. Note the types of questions that you may have missed and pay attention to any comments offered by the instructor.
- Ask about exam review groups that the instructor or teaching assistant may have or if other students are getting together to review for the exam.

Don't Cram!

- Give yourself enough time to review in a relaxed fashion.
- Avoid doing all of your review in one large block of time. Break the material into manageable sections and allow for small breaks between sections.
- Once you have finished reviewing, go to bed. A full night's sleep will help you stay alert during the test.

Exam Day

- Don't rush around before your test. The pressure of hurrying makes you excited and doesn't help you perform your best.
- Collect pens, pencils, and other materials needed to take the test and bring extras along to the test.
- Get to class early. Find a quiet spot to sit. If you sit near the front, you'll get your test questions sooner and won't be distracted by people arriving late.
- Put yourself into a positive frame of mind. Be confident about what you have studied.
- Don't panic. Even if you have prepared well, panic can lead to poor performance.

Essay Tests

Plan Before You Write	• Doing well on essay tests takes skill in organizing both ideas and time. Essay tests measure your ability to organize your knowledge and to think creatively rather than recall memorized facts. • Read all the questions before you start to write. Make note of how many questions you have to answer and how much each question is worth. • Read directions carefully. Look for key terms in the question such as compare, contrast, evaluate, etc. that will cue you on what the question is asking. • Plan your time. If you have three questions of equal weight to answer and you have 60 minutes, use 20 minutes for each question. If you have a question you feel you can't answer, save some time for it anyway. • Start with the question that is the easiest for you. • Take a few moments to outline your answer or at least list the points you plan to write.
Get Your Pen Moving!	• The first sentence of the first paragraph is often the most difficult part of an answer. Many times you can get started by restating the central part of the question as part of your opening sentence.
Support Your Ideas	• Once the first sentence is down, support with facts, ideas, and details. • Lead your reader from one point to the next in a logical sequence.
Don't Save Your Best for Last	• Put your best ideas in the first part of your answer. If you don't, you may forget or may not have time to fit it in near the end of the answer.
Answer Every Question	• Whether you think you know the answer, plan to write something for each question. You will most often know something about the question.

Objective Tests

Objective tests may include true-false questions, multiple-choice, matching, and/or fill-in-the-blank. They are used to test a lot of material in a short period of time. They require you to recognize correct answers from among incorrect answers or the ability to recall and provide correct responses.

Understand the Instructions	• Are you penalized for guessing? If not, you should guess. If there is a penalty for incorrect answers, only answer those questions you know or feel you know. • Can there be more than one right answer to a question? • Will the test be machine scored? If this is the case, be sure to carefully record your answers. Erase completely when changing your answer and watch out for stray pencil marks that might be recorded as a wrong answer.
Quickly Survey the Test	• If possible, skim the entire exam to see the types of questions and to note the weight of the points assigned to each section of the test.
Read Each Question Carefully	• Watch for key words like always, most, some, never, and usually.
Focus on Your Strengths	• Some objective tests include more items than can be answered in the time provided. First answer the questions you know, skipping over difficult questions. If time permits, you can go back to tackle those questions you skipped. • Avoid second-guessing your answers. Generally speaking, your first instinct of what the answer may be is usually right.
Check Your Test Carefully	• If you have time, go back over your answers to be sure the questions correspond with your answers particularly if the test involved filling in "O" for the answer. • Double check that you have read the questions carefully.

Oral Presentations

The Key Parts:
1. Beginning
2. Middle
3. End

- Speeches are combinations of three simple parts
- The Beginning —
  - 5-10% of your speaking time
  - Needs to prepare and "hook" your audience for what you'll be talking about
- The Middle —
  - Longest part of the speech: 80-90% of your speaking time
  - Determine the most important points and cover them well
  - State your main ideas clearly and support them
- The End —
  - 5-10% of your speaking time
  - Purpose is to pull everything together persuasively/summarize
  - Give thought to the very last thing you are going to say (call to action, etc.)

Understand Your Audience

- Beginning and ending material will most likely be remembered the most.
- Hold the attention of listeners in the middle with appropriate humor, stories, examples, comparisons, and variation in the tone of your voice.

Reduce Nervousness

- Read the speech silently to yourself. Edit as you go to smooth out awkward parts.
- Read the speech aloud. Use a loud voice and time your speech to make sure you won't run long.
- Memorize the introduction to really catch the audience's attention.
- Stare at a spot on the wall to practice keeping your head and eyes up.
- Practice in a mirror. Observe your gestures, expression, and posture. Do what comes naturally.
- Practice in front of friends. Listen to their input including criticisms to improve your performance.

Delivering the Speech

- Dress appropriately for the occasion.
- Get to the classroom early and try out the space.
- Focus on the audience. Maintain eye contact and shift your attention around the room to see the whole audience.
- Pace yourself. Keep a watch or timer to glance and keep the time. Allow for pauses in your speech.

Exam Preparation Scenarios

- A Biology lab exam on the dissection of a frog (drawing diagrams)
- An Ojibwe language vocabulary exam (fill in the blanks)
- An essay exam in American Literature
- A memorization (objective) exam in American Indian Studies
- An oral exam in Lakota language (one-on-one with the teacher)
- An oral speech (your choice of topic) in Speech class
- An essay summarizing five critical events in American Indian History
- An oral exam where you and a classmate have to discuss the pros and cons of American Indian gaming for your American Indian government class.
- **Add more ideas based on your setting.**

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LESSON SIXTEEN LEARNING FROM LECTURES

Student Outcome

Student will be able to take effective notes from lectures.

Portfolio Placement

NA

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 16.1: "Learning from Lectures"
- Writing utensils

Before You Begin

- Make copies of handouts for students.

Directions

1. Give students a copy of Handout 16.1: "Learning from Lectures."
2. Explain to students that most professors in college use the lecture technique a lot for giving out information. Listening to lectures and figuring out the "need to know" and the "not so important to remember" information is hard to learn. The next step after realizing what is important is to write it down in a way that "captures" the essential information without writing every word.
3. Tell students that the information on the handout is essential information to help them learn the skill of note taking.
4. Go through the handout with students asking for suggestions of situations they have experienced.
5. Ask students to use these strategies in a specific exercise in your program, like when a guest speaker comes in, for example. Plan ahead for this experience. Review the handout right before the guest speaker (or other experience) comes.
6. Ask students to take notes during the visit.

Discussion

1. How did it work for you to use the note taking tips as you listened to our guest speaker?
2. What did you find to be the most challenging part of note taking?
3. Were you able to get essential ideas on paper?
4. What are some of the essentials you wrote?
5. Does it sound to the group like you all took down similar key points from the speaker?
6. Did you all seem to get the core ideas down on paper? Why or why not?
7. What are some ways you will work on your note taking skills in the future?
8. How does this activity relate to your transition?

Closure

Journal/Community Circle — How can you tell if you are improving in your note taking skills?

LEARNING FROM LECTURES

Taking good notes is probably the most important skill to have as a college student. Good note taking skills are essential for remembering, recalling, and absorbing information fed to you from lectures and other listening activities. Taking good notes when listening to a lecture is critical because unlike reading, you do not have the luxury of "instant replay." Notes are your way of "re-listening" to a lecture.

Taking Great Notes

- Anticipate the content of the lectures. You actually have several sources for anticipating the content of an upcoming lecture and for preparing yourself to take good notes.
    1. Review your course syllabus for lecture topics before class.
    2. Complete the assigned readings before class. Doing this will help you become familiar with topic areas and terms that will be covered during the lecture.
- Listen for the main ideas. Most lecturers habitually use certain words or gestures to emphasize their main points. After you have heard a lecturer two or three times, you can predict the main points.
- Record the main ideas. You don't need to write down everything you hear, but keep in mind that single words that seem like good reminders at the time may stump later. The happy medium will come with practice.
- Review your notes as soon as possible. Check them over while the lecture is still fresh in your mind. A quick review of your notes right after the lecture will help you remember the content better than if you look at the notes much later.

Additional Assistance for Getting the Most Out of Lectures

- Inquire about lecture outlines or handouts. Some instructors will have prepared their lectures on computer programs that include handouts of the content. Having handouts of the main points of a lecture allows you to take more detailed notes without worrying about missing the main ideas.
- Tape the lectures. Making tapes is not a substitute to taking notes, but listening to them can be a big help especially in lectures that are packed with tons of information such as biology or history.

UNIT 3:
CAREER
DEVELOPMENT

LESSON ONE CAREER ASSESSMENT INVENTORY

Student Outcome

Student will assess personal career interests.

Portfolio Placement

Vocational/Work

Time Frame

60 minutes

Size of Group

Small group

Materials Needed

- Handout 1.1: "Where Do I Fit?"
- Handout 1.2: "Tips for Making a Career Decision"
- The *Occupational Skills Handbook*

Before You Begin

- Make copies of the handouts for students.
- Reserve computers and provide Internet access.

Directions

1. Introduce the topic of career development to students.
2. Give students Handout 1.1: "Where Do I Fit?" Have students complete the assessment and score it.
3. Discuss possible career options for each of the areas of assessment on Handout 1.1: "Where Do I Fit?"
4. Give students Handout 1.2: "Tips for Making Career Decisions." Discuss these tips with students prior to career exploration on the Internet and other resources.

Discussion

1. Did the career assessment reveal any new information to you about yourself?
2. How can you learn more about these careers?
3. What does this activity have to do with your transition planning?

Closure

Journal/Community Circle — What is the career that feels like the best fit for you as of today? Why?

Where Do I Fit?

The Analyzer

I like to…

___ put puzzles together.

___ do experiments.

___ analyze problems.

___ work by myself.

___ use technology.

My total: ____

The Innovator

I like to…

___ create things.

___ act.

___ draw, paint, or sculpt.

___ play instruments.

___ be imaginative.

My total: ____

The Caregiver

I like to…

___ teach/train others.

___ work with others.

___ help people with their problems.

___ make people well.

___ listen.

My total: ____

The Persuader

I like to…

___ be a leader.

___ influence others.

___ sell ideas and things.

___ manage things or people.

___ be in control.

My total: ____

The Organizer

I like to…

___ put things in order.

___ do keyboarding.

___ work indoors.

___ have structure.

___ work with details.

My total: ____

The Laborer

I like to…

___ work with tools.

___ build things with my hands.

___ take things apart.

___ repair or make things.

___ work outside.

My total: ____

I AM THE ____________________!

Tips for Making a Career Decision

1. Make a list of people that are interested in your career area. Talk to them and get ideas from them. Ask for feedback about your ideas. These people might include peers, teachers, counselors, American Indian advocates, elders, community members, and family.
2. Consider the skills you already have attained. Think about your skills in the following areas: work, school, extra-curricular, and volunteer/community.
3. Make a list of the factors you think will be important to you to make a job a good career for you. Some factors might be health insurance, childcare, working conditions (outdoors or indoors), special skills required, opportunity for advancement, average starting salary, frequency of pay raises, and work schedule.
4. Visit or job shadow people actually working in the career/s of interest to you. Ask about the factors important to you from question number three.
5. Think of how each career you explore fits you—what you like and dislike. Draw a line down the middle of a sheet of paper and write "Advantages" on one side and "Disadvantages" on the other side. Then fill in the list. Do this for each career you are exploring.
6. Rank the possible careers according to how you think each one fits you — your personality, skills, and abilities. Number 1 is the highest and so on.
7. Investigate the postsecondary schools where you can get the training/education you need for this career. Narrow the list down based on cost, size, location, length of program, etc.
8. Select a school and career that best meets your requirements.

LESSON TWO MY STYLE

Student Outcome

Student will be able to identify a personal style that fits a specific career area.

Portfolio Placement

Vocational/Work

Time Frame

60 minutes

Size of Group

Small group

Materials Needed

- Student portfolios (OS System)
- Handout 2.1: "My Style"
- Handout 1.1: "Where Do I Fit?" from Lesson One
- Handout 5.2: "Edmonds Learning Styles Identification Exercise Profile Sheet" from Theme1/Unit 5/Lesson)
- Handout 5.3: "My Learning Style Wheel" from Theme1/Unit 5/Lesson)
- Handout 5.4: "Strengths/Interests: The Way I Will Apply This" from Theme1/ Unit 5/Lesson)
- Writing utensils

Before You Begin

- Help students gather all of the above handouts that they have already completed. If any students have not completed any of the handouts, they must before they do this exercise.
- Make copies of the handout for students.

Directions

1. Give each student a copy of Handout 2.1: "My Style."
2. Have students complete the "My Style" handout by using the data they have accumulated about themselves from theses resources: Handout 1.1: "Where Do I Fit?", Handout 5.2: "Edmonds Learning Style Identification Exercise Profile

Sheet"; Handout 5.3: "My Learning Style Wheel", and Handout 5.4: "Strengths/Interests: The Way I Will Apply This."

3. Discuss results of activity with students. Emphasize that how students learn and how that fits with their career interests is very important in understanding themselves in preparation for transition from high school. Discuss with students that once they understand how they learn, and what they enjoy doing they can combine these important sets of information to plan their future in a more realistic and complete way.

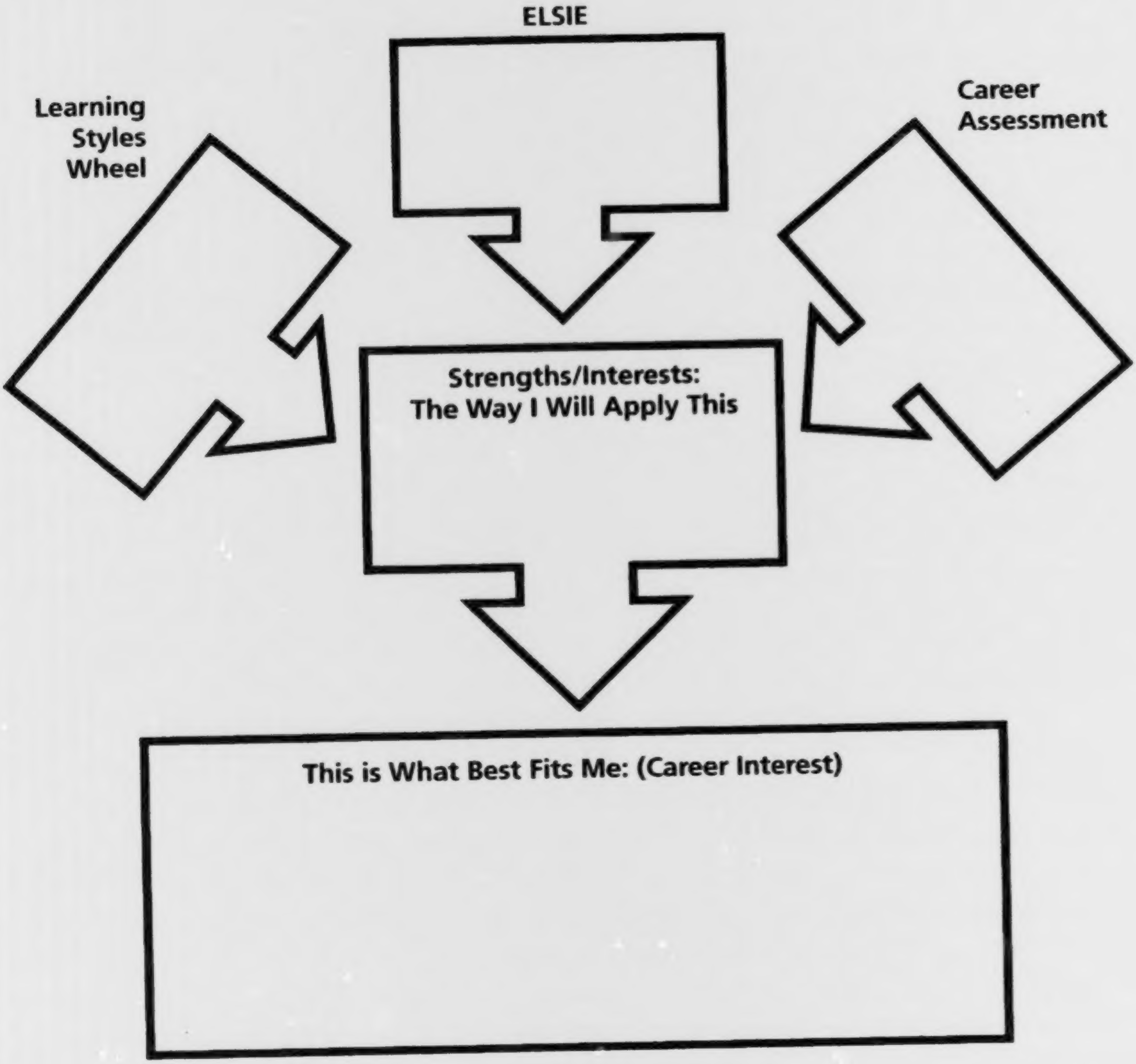
Discussion

1. What have you discovered about yourself by pulling all of these pieces of information together?
2. What does your learning style have to do with the type of career you are interested in exploring?
3. How does the way you learn affect the types of work environments you may be interested in pursuing?
4. How will you use this information in the near and distant future?
5. How does your spirituality fit into this process?
6. How does this relate to the goals you have set for yourself?

Closure

Journal/Community Circle — Why is it important for you to consider all that you know about yourself when looking at careers?

My Style



ELSIE
Learning Styles Wheel
Career Assessment
Strengths/Interests: The Way I Will Apply This
This is What Best Fits Me: (Career Interest)

LESSON THREE CAREER SKILLS AND DECISIONS

Student Outcome

Student will identify specific skills related to making career decisions.

Portfolio Placement

Vocational/Work

Time Frame

30 minutes

Size of Group

Small group

Materials Needed

- Handout 3.1: "Career Exploration: Your Skills"
- Overhead projector
- Overhead transparency pens
- Clear transparencies
- Writing utensils

Before You Begin

- Make copies of the handout for students.

Directions

1. Ask students to think about all the skills they have. Explain to students that they have acquired them throughout their lives in all they have done.
2. Pass out Handout 3.1: "Career Exploration: Your Skills."
3. Explain to students that in each of the categories (work, school, extra-curricular, community, and volunteer) they have developed skills over the years.
4. Illustrate the idea of how to break down skills by asking the students to break down the skill of making a bologna and cheese sandwich.
5. Write down all the skills students name for making the sandwich on a clear transparency. For example, one skill is to know where to buy the ingredients for the sandwich; another is to know what the ingredients should be; another is the safety rules about using a knife; the health rules about keeping some of the ingredients in the refrigerator so they do not spoil.

6. Ask students to list the skills they have developed under each of the four categories on Handout 3.1: "Career Exploration: Your Skills." After students have completed their lists, ask them to go back and circle the skills they feel they do best in each column.
7. Explain that each of these skills is either a transferable, adaptive, or job-related skill. Use an overhead transparency to explain the difference between these three types of skills. Transferable skills are general skills that they can take from job to job like solving problems or working with people. Adaptive skills are self-management skills — the skills you use everyday to get along like following directions or following a schedule to get to class. Job-related skills are the specific skills you need to do a specific type of work like a waitress or a physician.
8. Explain that finding out which skills they feel best at and which jobs allow them to use those skills is a good way to determine a career interest area.

Discussion

1. Are the skills you have listed adaptive, transferable, or job-related?
2. What did describing the steps in making a bologna sandwich have to do with this activity?
3. Why is it important to figure out what skills you have learned in your life?
4. How can that information help you in your future planning?
5. Why is this activity important to your transition process?

Closure

Journal/Community Circle — What surprised you about all the skills you have acquired?

CAREER EXPLORATION: YOUR SKILLS

Think about all the skills you have. You have acquired them throughout your life in all that you have done. List them below — whether they are a skill you developed on a job, at school, extra-curricular activities, or volunteer/community activities.

Work Skills	School Skills	Extra-curricular Skills	Volunteer/Community Skills

LESSON FOUR

THE SKILLS CIRCLE

Student Outcome

Student will be able to identify transferable, job-related, and adaptive skills as they relate to jobs.

Portfolio Placement

Vocational/Work

Time Frame

45 minutes

Size of Group

Small group

Materials Needed

- Handout 3.1: "Career Exploration: Your Skills" from Lesson Three
- Handout 4.1: "The Skills Circle"
- *Occupational Skills Handbook*
- Overhead projector
- Overhead transparencies
- Overhead markers
- Writing utensils

Before You Begin

- Gather copies of the *Occupational Skills Handbook* for students.
- Make copies of the handout for students.

Directions

1. Ask students to look at their completed Handout 3.1: "Career Exploration: Your Skills" from the previous lesson.
2. Use an overhead transparency to remind students of the difference between the three types of skills. Transferable skills are general skills that they can take from job to job, like solving problems or working with people. Adaptive skills are self-management skills — the skills you use everyday to get along, like following directions or following a schedule to get to class. Job-related skills

are the specific skills you need to do a specific type of work like a waitress or a physician.

3. Ask students to refer to their completed chart and give Handout 4.1: "The Skills Circle" to each student.
4. Have students look at the areas they circled on their Handout 3.1: "Career Exploration: Your Skills" chart.
5. Have students write those skills they circled in the appropriate triangle on Handout 4.1: "The Skills Circle"—transferable skill, job-related skills, and adaptive skills.
6. Instruct students to think of a job that would be a good fit for them based on their three skill areas.
7. Have students look up those jobs in the *Occupational Skills Handbook* and read about the skills needed. Students may also look up the jobs they chose on the Internet.

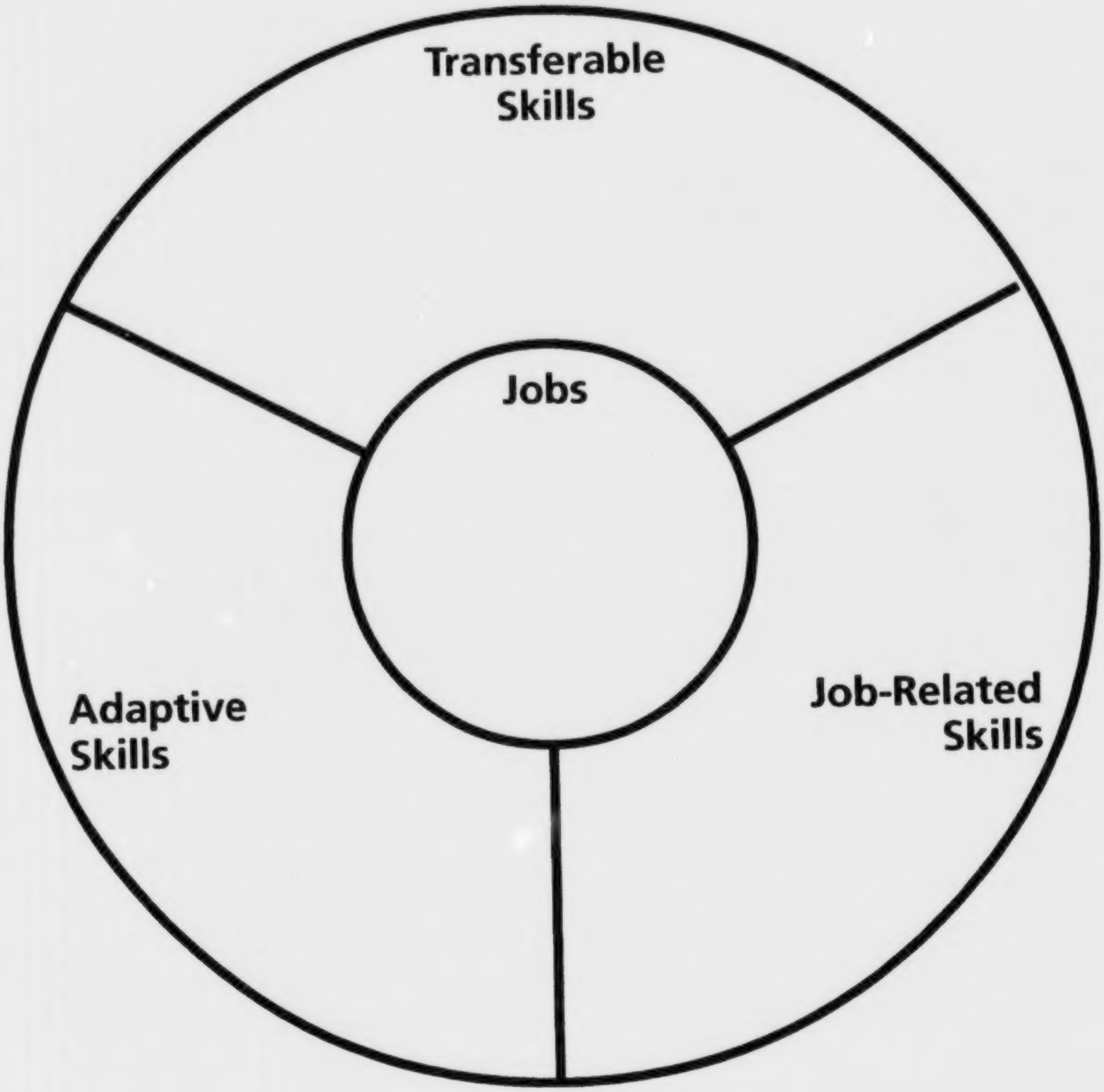
Discussion

1. Did your research in the *Occupational Skills Handbook* match your skills? What was similar and what was different? What are some other resources you could use to match your skills with careers?
2. How does this activity relate to transition?

Closure

Journal — What skill area did you have the most skills in? Why do you think that skill area is high for you?

The Skills Circle


Transferable Skills
Jobs
Adaptive Skills
Job-Related Skills

LESSON FIVE CAREER EXPLORATION

Student Outcome

Student will match specific careers with career interests.

Portfolio Placement

Vocational/Work

Time Frame

120 minutes (Over several sessions)

Size of Group

Small group

Materials Needed

- Handout 5.1: "Career Exploration Internet List"
- Handout 5.2: "My Personal Career Check Sheet"
- Handout 5.3: "Keeping Track of My Career Exploration"
- Computer and Internet access
- Career fair schedule
- Career site visiting information
- Guest speakers for career panel

Before You Begin

- Make copies of the handouts for students.
- Reserve computer lab space and time.
- The lesson can be used with a number of exploration opportunities including Internet searches, career site visits, guest speaker panels, and/or career fairs. The process of preparing for the lesson will depend on the choice/s of exploration after the Internet search has been completed.
  - Facilitate the career site visit process for students that may want to schedule appointments to visit job sites based on their Internet exploration. Plan site visits at various work sites either as a group or for individual students to visit sites of career interest.
  - Contact the high school counselor for a schedule of career fairs. Students may need exposure to careers by attending a local, regional, or statewide Career Fair. These are available in each state. Many are held in the fall of the year. Make plans to attend at least one career fair if possible.

  - Invite several (preferably American Indian) representatives from several area businesses/jobs to come and share the key aspects of their career with the students.
- You may invite parents in to any aspect of this exploration and encourage students to share their reflections with family members.

Directions

1. Explain to students the importance of investigating a variety of careers to determine the proper "fit" for each individual. Include in the career "fit" discussion: working conditions, qualifications, skills needed, type of setting, training needed, etc. Explain that all of these aspects play into the decision-making process.
2. Give students Handout 5.1: "Career Exploration Internet List" to explore careers of interest on the Internet. Students should use one Handout 5.2: "My Personal Career Check Sheet" for each career they explore that is of interest to them. The left-hand side of the handout should be filled out while they are exploring the career. The right-hand side is to be filled out afterwards as a reflection exercise.
3. Organize all the collected information on the careers students are exploring by giving students copies of Handout 5.3: "Keeping Track of My Career Applications." Have students use the handout as a way of keeping track of the paperwork/information for each career.

Discussion

1. What are some of the advantages and disadvantages of careers you searched?
2. Do you think the career you searched could be good fit? Why or why not?
3. What surprised you during your career search? What challenges did you face?

Closure

Journal/Community Circle — How will you use the information you have gathered as you move forward into your life after high school?

Career Exploration Internet List

This is a sample of some Internet sites available to get you started on your research. This is not an inclusive list and should be updated periodically as there are new Internet sites being created on a regular basis.

- *www.washingtonpost.com/parachute*
- The Riley Guide: *www.dbm.com/jobguide*
- Job Hunt: *www.job-hunt.org*
- Career Resource Center: *www.careers.org/index.html*
- InfoSeek Guide: *guide-p.infoseek.com/business*
- *www.lseek.com*
- JobBank USA MetaSEARCH: *www.jobbankusa.com/search.html*
- Search.Com: *www.search.com*
- Career counseling sites —
  - Catapult Career Office: *www.jobweb.org/catapult/homepage.htm*
  - RPI Career Resource: *www.rpi.edu/dept/cdc/homepage.html*
  - JobSmart: *jobsmart.org*

My Personal Career Check Sheet

Name of Career Area: ____________________ Occupation: ____________________

Background Information on This Career

Web site used to find this information: ____________________

If a site visit was taken, where? (name, address, phone, e-mail of company) ____________________

Name/phone of person I spoke with about the career: ____________________

Type of Company:

☐ Health and Medical
☐ Business/Management
☐ Engineering/Science/Technology
☐ Arts/Communication
☐ Social/Family/Consumer
☐ Environment/Natural Resources

Describe the work: ____________________

Describe the working conditions (dress, schedule, requirements, etc.): ____________________

What are the qualifications needed for this career? ____________________

Which of these qualifications do I have? ____________________

What skills are needed? ____________________

Training needed for this career:

☐ Less than 1 year
☐ Two-years
☐ Four years
☐ More: __________

Can I apply for scholarships to pay for this training? __________

What can I do now to gain experience in this career? __________

Would this work most likely be in an urban or rural setting?

What is the future outlook for this career?

How much would I earn at entry level?

What kind of advancement opportunities are there?

What are some related occupations that I should also explore?

Resources I used to research this career: ____________________

My Reflection About This Career

What do I like about this career?

What do I dislike about this careeer?

List experiences I have had that relate to this career:

My reactions to the working conditions:

Is this work site location a possibility for me (considering transportation, child care, salary, etc.)?

Do I have the qualifications for this career?

What skills am I lacking?

Am I willing to get the training needed for this career? (If not, what related field can I look into?)

Would this career draw upon my strengths or my weaknesses?

List two aspects of this career that make it a good fit:

1.

2.

List two aspects of this career that are not a good fit:

1.

2.

Does this career fit who I am in my community and who I want to be (my values)?

How does this career mesh with my responsibilities to my children, my family?

Does this career take advantage of my previous work skills? School Skills? Extra-curricular skills? Volunteer/Community Skills?

How does this fit with my future plans?

KEEPING TRACK OF MY CAREER EXPLORATION

	Career Site 1	Career Site 2	Career Site 3	Career Site 4
Name of Site				
Contact Name Phone Number Address E-mail				
Date of Contact				
Type of Work				
Working Conditions				
Qualifications Needed				
Skills Needed				
Training Needed				
Future Job Outlook				
Entry Level Salary				
Advancement Opportunities				

LESSON SIX COVER LETTER TO EMPLOYER

Student Outcome

Student will write a sample cover letter inquiring about employment.

Portfolio Placement

Vocational/Work

Time Frame

45 minutes

Size of Group

Small group

Materials Needed

- Handout 6.1: "Sample Employment Cover Letter"
- Handout 6.2: "Checklist for a Winning Cover Letter"
- Classified ads from the local newspapers
- Internet access
- Computer and printer access

Before You Begin

- Secure computer lab and printer access.
- Collect classified ads from area newspapers.
- Make copies of the handouts for students.

Directions

1. Give students copies of the classified ads from the local and state papers in your region and/or allow them to explore the Internet for job postings in their interest area. Have students select two to three job postings.
2. Gives students a copy of Handout 6.1: "Sample Employment Cover Letter." Read through the sample letter.
3. Give students two or three copies of Handout 6.2: "Checklist for a Winning Cover Letter" to use as a reference as they write letters using job-specific information.
4. Proofread student letters referring to Handout 6.2: "Checklist for a Winning Cover Letter" to make sure they have included all essential parts to the letter.

5. Have students correct their errors.
6. Have students put a completed, corrected copy of their letters in their OS.

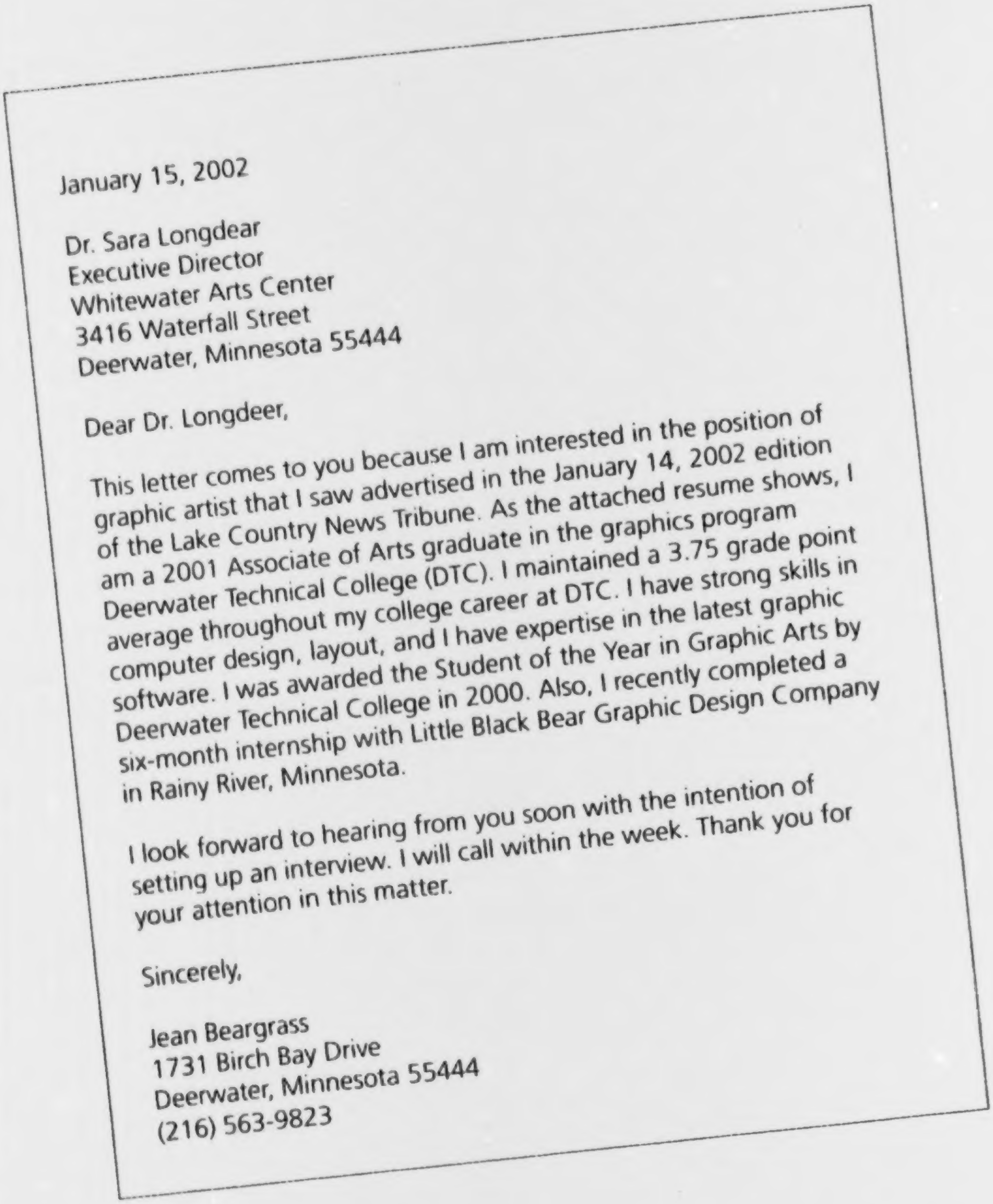
Discussion

1. Why is it important to proofread your letters for accuracy?
2. What is the impression a potential employer has of a clean, neat letter?
3. Why is it important for you to say positive things about yourself in your letter?
4. How does this relate to your transition process?

Closure

Journal/Community Circle — What is the most positive thing you can say about yourself in a letter to a prospective employer?

Sample Employment Cover Letter



January 15, 2002

Dr. Sara Longdear
Executive Director
Whitewater Arts Center
3416 Waterfall Street
Deerwater, Minnesota 55444

Dear Dr. Longdeer,

This letter comes to you because I am interested in the position of graphic artist that I saw advertised in the January 14, 2002 edition of the Lake Country News Tribune. As the attached resume shows, I am a 2001 Associate of Arts graduate in the graphics program Deerwater Technical College (DTC). I maintained a 3.75 grade point average throughout my college career at DTC. I have strong skills in computer design, layout, and I have expertise in the latest graphic software. I was awarded the Student of the Year in Graphic Arts by Deerwater Technical College in 2000. Also, I recently completed a six-month internship with Little Black Bear Graphic Design Company in Rainy River, Minnesota.

I look forward to hearing from you soon with the intention of setting up an interview. I will call within the week. Thank you for your attention in this matter.

Sincerely,

Jean Beargrass
1731 Birch Bay Drive
Deerwater, Minnesota 55444
(216) 563-9823

BEST COPY AVAILABLE

Checklist for a Winning Cover Letter

Cover letters are used to introduce your resume and indicate an interest in the position offered. Different situations need different types of letters. Use the following tips to check the accuracy of your cover letters.

	Yes	No	Needs Work
I sent my cover letter to someone by name.			
I got it right: the spelling of names and correct job titles.			
I was clear about what I wanted: clear reasons why I should be should considered for the position for which I applied.			
I tailored the letter to the job I applied for.			
I targeted my letter, clarifying the reason for sending a cover letter (typical reasons include responding to an ad, preparing an employer for an interview, or following up after a phone call/interview.			
My letter has eye-appeal (adequate margins, double-space after each section; clean and dark type; **bolding**; underlining; CAPITAL LETTERS; boxes; bullets; and spacing to emphasize areas)			
I used high quality paper and matching envelopes.			
I attached my resume.			
Add more of your guidelines here:			

LESSON SEVEN

WINNING RESUMES

Student Outcome

Student will create a resume.

Portfolio Placement

Vocational/Work

Time Frame

60-90 minutes

Size of Group

Small group

Materials Needed

- Handout 7.1: "Resume Worksheet"
- Handout 7.2: "Sample Resume"
- Handout 7.3: "Checklist for a Winning Resume"
- Handout 7.4: "Action Verbs For Resume Preparation"
- Computer and printer access
- Writing utensils

Before You Begin

- Secure access to computers and printers.
- Make copies of the handouts for students.

Directions

1. Introduce to students the purpose of resumes is to get an interview for a job and that they are not meant to be a job application.
2. Give students a copy of Handout 7.1: "Resume Worksheet" and have them complete as much of it as they can. Students may need to take the worksheet home for some of the information or bring information from home back the next day to complete the worksheet.
3. Give students a copy of Handout 7.2: "Sample Resume" and Handout 7.3: "Checklist for a Winning Resume."
4. Have students begin to create their own resume on the computer. Several software programs have resume templates that students may find helpful.

5. Give students a copy of Handout 7.4: "Action Verbs For Resume Preparation" and encourage students to use the handout as they create their resume.
6. Have students check over their resume using Handout 7.3: "Checklist for a Winning Resume."
7. Proofread student resumes.
8. Have students correct any errors and print a final copy to put in their OS for future reference.

Discussion

1. Why are resumes important?
2. Why should they be neat and clean?
3. Why are good action verbs helpful in the development of resumes?
4. How does this activity relate to your transition?

Closure

Journals/Community Circle — How can these resumes you have created be used right now?

Resume Worksheet

Answer each question completely. Use this worksheet to help develop the final copy of your resume.

Name ____________________

Address ____________________

City __________ **State** ______ **Zip** ______

Telephone (____) ______–________

Employment Objective

This is the job, position, field, or related area you're applying for. Examples: dental assistant, cook, carpenter, sales associate, clerk, general labor, waitress/hostess and related restaurant work. Write your job objective below.

____

____

Education

High school/college/vo-tech information (list most recent first)

Name of School ____________________

Address __________ City __________ State ______ Zip ______

Highest grade completed __________ Grade point average (GPA) __________

Classes: List classes that might help you in the job you're applying for. For example, speech class that will help you when applying for any type of job dealing with people.

____

____

Honors ____________________

____

Clubs and Activities ____________________

____

Name of School ____________________

Address __________ City __________ State ______ Zip ______

Highest grade completed __________ Grade point average (GPA) __________

Classes ____________________

____

Honors____

Clubs and Activities ____

Name of School ____

Address____________________City__________State____ Zip______

Highest grade completed _________ Grade point average (GPA) __________

Classes: List classes that might help you in the job you're applying for. For example, speech class that will help you when applying for any type of job dealing with people.

Honors ____

Clubs and Activities ____

Achievements

List an enjoyable experience from school that will show an employer that you have the skills and knowledge to do the job.

Work Experience

In this section, list paid and volunteer jobs, internships and homemaking duties. Attach additional sheets as needed. (List most recent employment first)

Employer name________________________Job title___________________

Address____________________ City___________State____Zip _____

Employment Dates: From:__________________ To: ___________________

Facts (information or reports you created or used): ________________________

Individuals (duties or responsibilities to co-workers, customers, others): ______

Equipment (specific machinery or equipment used): ______

Concepts (problems solved, new ways of doing tasks, etc.): ______

Specific things you learned or did on this job that relate to the job you want: ______

Employer name ______ Job title ______

Address ______ City ______ State ______ Zip ______

Employment Dates: From: ______ To: ______

Facts: ______

Individuals: ______

Equipment: ______

Concepts: ______

Specific things you learned or did on this job that relate to the job you want: ______

Employer name ______ Job title ______

Address ______ City ______ State ______ Zip ______

Employment Dates: From: ______ To: ______

Facts: ______

Individuals: ______

Equipment: ______

Concepts: ______

Specific things you learned or did on this job that relate to the job you want: ______

Miscellaneous

Volunteer activities:____

____

Hobbies, interests:____

____

Strengths: (Write why you think an employer should hire you.)________________

____

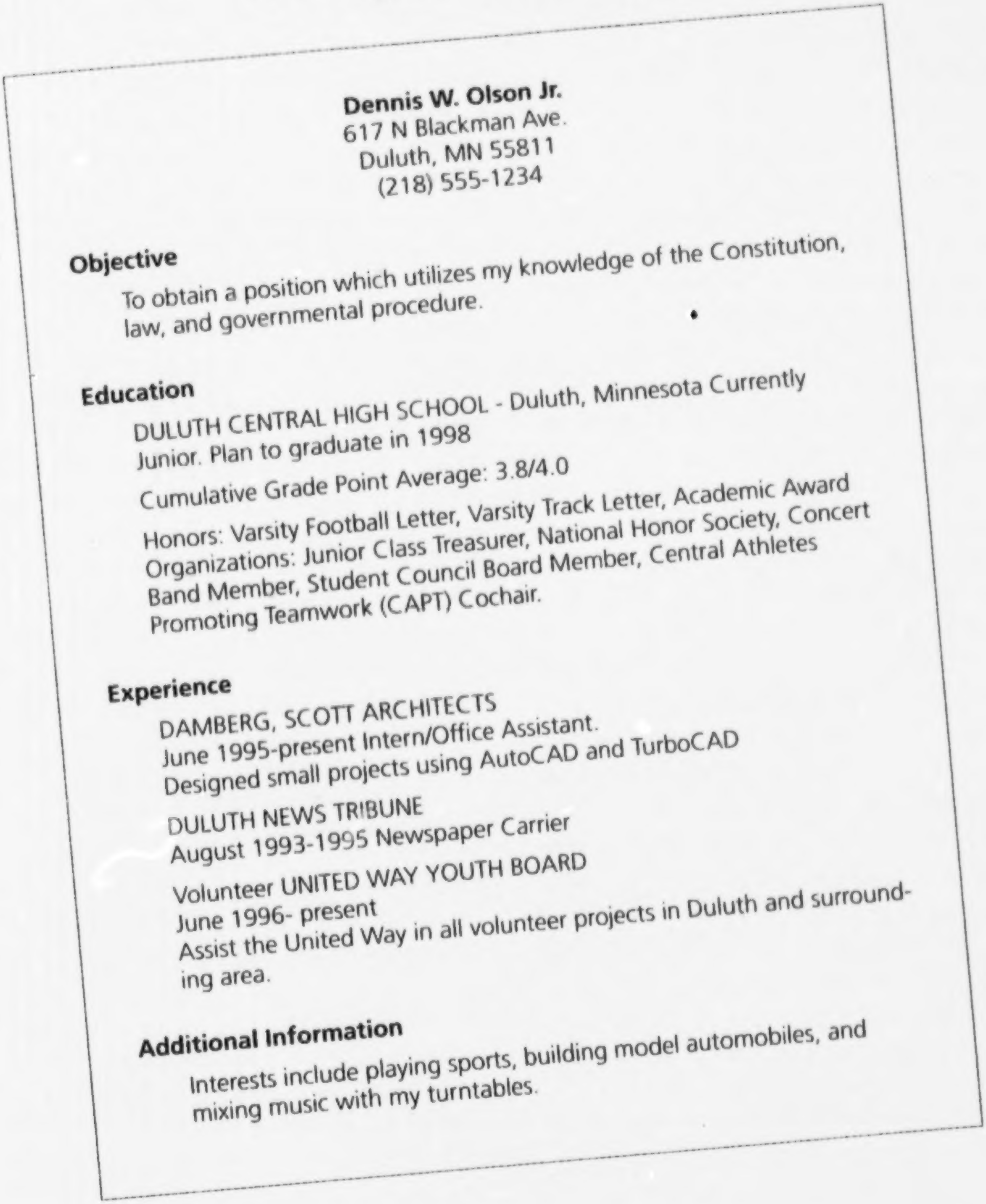
References

(Optional) (Do not list relatives as your references)

Name__________________________ Job title __________________
Work address____
City___________________ State______ Zip __________________
Work phone__________________ Home phone ____________________

Name__________________________ Job title __________________
Work address____
City___________________ State______ Zip __________________
Work phone__________________ Home phone ____________________

Sample Resume



Dennis W. Olson Jr.
617 N Blackman Ave.
Duluth, MN 55811
(218) 555-1234

Objective

To obtain a position which utilizes my knowledge of the Constitution, law, and governmental procedure.

Education

DULUTH CENTRAL HIGH SCHOOL - Duluth, Minnesota Currently Junior. Plan to graduate in 1998

Cumulative Grade Point Average: 3.8/4.0

Honors: Varsity Football Letter, Varsity Track Letter, Academic Award
Organizations: Junior Class Treasurer, National Honor Society, Concert Band Member, Student Council Board Member, Central Athletes Promoting Teamwork (CAPT) Cochair.

Experience

DAMBERG, SCOTT ARCHITECTS
June 1995-present Intern/Office Assistant.
Designed small projects using AutoCAD and TurboCAD

DULUTH NEWS TRIBUNE
August 1993-1995 Newspaper Carrier

Volunteer UNITED WAY YOUTH BOARD
June 1996- present
Assist the United Way in all volunteer projects in Duluth and surrounding area.

Additional Information

Interests include playing sports, building model automobiles, and mixing music with my turntables.

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CHECKLIST FOR A WINNING RESUME

Resumes are used to obtain an interview and are not meant to serve the same purpose as a job application. The following are some guidelines for writing resumes. After you have completed your resume, use this checklist to review your resume for accuracy.

	Yes	No	Needs Work
I avoided repeating details.			
I avoided using "I" (instead of "I was responsible for..", I wrote "Responsible for..").			
I avoided personal information (i.e.: age, height, weight, marital status).			
I tailored the resume to the job I applied for.			
I targeted my skills, qualifications, and accomplishments to the job.			
My resume has eye-appeal (adequate margins, double-space after each section; clean and dark type; **bolding**; underlining; CAPITAL LETTERS; boxes; bullets; and spacing to emphasize areas).			
I used high quality paper and matching envelopes.			
I sent the resume along with a cover letter.			
Add more of your guidelines here:			

Action Verbs For Resume Preparation

Here is a list of action words you can use to either help write your resume or answer interview questions. These words will enhance the final copy of your resume.

activated
motivated
cooked
demonstrated
assembled
handled
interviewed
organized
trained
resolved
rewrote
controlled
adapted
negotiated
coordinated
decided
eliminated
increased
investigated
participated
produced
advised
scheduled
inspected
developed
budgeted
conducted
designed
expanded
influenced
reduced
performed
wrote
edited
served
distributed
built
completed
led
founded
produced
repaired
planned
provided
researched
supervised
directed
coached
improved
maintained
generated
created
established
prepared
reorganized
revised
supported
managed
collected
promoted
approved
grouped
updated
observed
presented
recommended
reviewed
taught

LESSON EIGHT EMPLOYMENT APPLICATION

Student Outcome
Student will be able to complete an employment application.

Portfolio Placement
Vocational/Work

Time Frame
60-90 minutes

Size of Group
Large or small group

Materials Needed
- Handout 8.1: "Tips for Completing Job Applications"
- Handout 8.2: "Sample Employment Application"
- Writing utensils

Before You Begin
- Make copies of handouts for students.
- Review the application prior to the lesson and ask students to bring key information to class that they will need in completing their application (SSN, references' names, etc.).

Directions
1. Discuss the points of Handout 8.1: "Tips for Completing Job Applications."
2. Provide students with Handout 8.2: "Sample Employment Application."
3. Have students fill out the sample employment application.
4. Answer questions about the sample employment application.
5. Ask students to develop a list of the information they still need to complete the employment application.
6. File completed applications in OS for future reference.

Discussion

1. What questions came to mind as you filled out the sample employment application?
2. Was there information asked in the sample employment application that you were not able to answer? What type of information?
3. Why do you think it would be helpful to have accurate and up-to-date information when filling out an employment application?
4. How does this activity relate to your transition process?

Closure

Journal/Community Circle — What was the hardest part for you in completing the application?

Tips for Completing Job Applications

- Ask for two copies of the application from the employer. This way if you make a mistake on your final draft, you have a backup form.
- Read the entire application first.
- Fill the application out in pencil first. Always print in ink.
- Read and follow the directions carefully.
- BE NEAT!
- Use N/A ("Not Applicable") to indicate that the question or section does not apply to you. Don't leave any blank spaces!!
- If you use abbreviations, make sure they are correct and well known. When in doubt, write it out!
- If you are asked what salary you expect, write OPEN or NEGOTIABLE.
- Use WILL EXPLAIN for areas where you think your answer may sound negative to the employer. This gives you the opportunity to discuss the situation in person.
- Make sure all of your information is correct and properly spelled.
- Don't cross out information if incorrect. Use White-Out or a new copy of the application if available.
- Be honest. An application is a signed contract.
- Ask for permission from people used as references before you submit the application.
- Ask someone to review your application.

Details You May Need for Completing Applications

- Work History – employment dates, company/business name and complete address, phone number, supervisor's name, job duties.
- Volunteer activities and/or recognition.
- Community activities
- Social Security Number
- Tribal Enrollment Number
- Driver's licence number
- School history/training — dates, school name, location, instructors' names, courses studied, attendance.
- References —school counselors, teachers, coaches, neighbors, former employers, influential community member — names (with correct spelling), home address, home phone, work address, work phone, and e-mail address if available

Sample Employment Application

Print

Last Name ______ First ______ Middle Initial ______ Social Security Number ___/___/___

Address ______ City ______ State ______ Zip ______

Are you a U.S. citizen: ☐ Yes ☐ No (If no, give visa status ______)

Date of birth: ______

In case of emergency, notify:

Name ______ Relationship ______

Address ______ City ______ State ______ Zip ______

Position applying for: ______

Prior experience, education, or training qualifying you for this position:

______

______

______

Employment availability: ☐ Full time ☐ Part time ☐ Temporary

Specify days and hours available for work: ______

Have you ever been bonded, if so, for what amount $ ______

Have you ever applied for employment with this company? ☐ Yes ☐ No

If yes, when: ______

Are you presently employed? ☐ Yes ☐ No

If "yes", who is your employer at the time? ______

If "no", give the date you were last employed ______

How much time have you lost from work in the last two years? ______

Reason ______

Have you been convicted of a felony in the last five years?* ☐ Yes ☐ No

If yes, explain: ______

*A conviction will not necessarily bar you from employment.

Schools Most Recently Attended

____
Name of school

______________ ______________ ______ ______________ (____) ____ - ______
Address City State Zip Phone

______________________________ ______________________________
Teacher or counselor Dept.

Last grade completed______________ Grade point average ______ Graduated: ☐ Yes ☐ No

Sports or activities: ______________________________

____
Name of school

______________ ______________ ______ ______________ (____) ____ - ______
Address City State Zip Phone

______________________________ ______________________________
Teacher or counselor Dept.

Last grade completed______________ Grade point average ______ Graduated: ☐ Yes ☐ No

Sports or activities: ______________________________

Previous Employment (List Last Position First)

1. ______________________________ ______________________________
Company name Position

______________ ______________ ______ ______________ (____) ____ - ______
Address City State Zip Phone

______________________________ From______________ To ______________
Supervisor Dates worked

______________ ______________________________
Salary Reason for leaving

2. ______________________________ ______________________________
Company name Position

______________ ______________ ______ ______________ (____) ____ - ______
Address City State Zip Phone

______________________________ From______________ To ______________
Supervisor Dates worked

______________ ______________________________
Salary Reason for leaving

3. ______________________________ ______________________
Company name Position

______________ ____________ ______ ______ (___) ___-_____
Address City State Zip Phone

______________________________ From__________ To __________
Supervisor Dates worked

______________ ______________________________
Salary Reason for leaving

U.S Military

Branch of Service______________________ Date Entered______________

Date Discharged______________ Rank______________________

General

What additional relevant experiences or training have you had other than your work experience, military service and education?

____

____

____

Personal References (List 3 Persons Not Related to You)

1. ______________________________
Name

______________ ____________ ______ ______ (___) ___-_____
Address City State Zip Phone

2. ______________________________
Name

______________ ____________ ______ ______ (___) ___-_____
Address City State Zip Phone

3. ______________________________
Name

______________ ____________ ______ ______ (___) ___-_____
Address City State Zip Phone

In consideration of this application, I authorize inquiry of any person or firm including former employers, regarding my fitness for employment and release this company from liability arising therefrom. I certify that the statements contained herein are true to the best of my knowledge and belief. I understand that any false statement may be considered sufficient cause for discharge.

______________________________ ______________
Signature of applicant Date

LESSON NINE INTERVIEW CIRCLE

Student Outcome

Student will complete a job interview.

Portfolio Placement

Vocational/Work

Time Frame

60 minutes

Size of Group

Large or small

Materials Needed

- Handout 9.1: "Common Interview Questions"
- Writing utensils

Before You Begin

- Make copies of the handout for students.

Directions

1. Discuss with students that the process of interviewing for a job can seem very scary. Ask individuals in the group to share experiences they have had when interviewing for jobs.
2. Explain that one of the best ways to overcome the fear of a job interview is to practice the skill of answering questions about oneself in a friendly environment.
3. Give students Handout 9.1: "Common Interview Questions." Go through these questions with students, giving examples of appropriate responses. Review the "trickster" section of the handout. Explain that these are questions are illegal subject areas to be asked in an interview, and that if they should be asked any of these types of questions, they can refuse to answer. A proper response to any of the "trickster' questions could be, "It is my understanding that I am not required by law to answer that question."
4. Ask the group to sit in a circle (on the floor or in chairs).
5. Tell the students that they are going to practice answering these interview questions by taking turns sitting in the middle of the circle.

6. Model the activity by sitting in the middle of the circle and asking three student interviewers to each ask one of the questions.
7. Tell students when it is their turn to be in the middle of the circle and be the interviewee, they may pass on one of the questions asked if they choose.
8. Take turns with each student in the center of the circle. Interviewers may ask any of the questions from the list. Occasionally a student should ask a question from the "trickster list" to see if the interviewee catches it and responds correctly. Comment on the performance as an interviewee as appropriate. Address body language issues such as chewing gum, crossing legs, etc.

Discussion

1. How did the process of being interviewed feel? How did it feel to respond to trickster questions?
2. What was the hardest part of being interviewed?
3. Are there situations in a job interview when you may feel you have to act in different ways? What might those situations be? How will you handle it?
4. How does this activity relate to your transition process?

Closure

Journal — Write about some of the pressures you feel you will have to address as an adult American Indian working in the adult world.

Common Interview Questions

Questions You May Be Asked

1. **Tell me about yourself.**
    - Talk about your education and work experiences that relate to the job.
    - Tell how much experience you have in this job area.
    - Explain why you like this type of work.
    - Talk about your interests — hobbies, cultural activities, etc.
2. **What is your major strength?**
    - Talk about the **results** you have had on previous jobs.
    - Tell about the skills you are good at on the job.
    - Talk about how skills you have developed from school, other jobs, and your leisure activities are transferable to this job.
    - Talk about your adaptability.
    - Strengths can be skills related to your ability to work with: equipment, people, ability to organize, timeliness in getting tasks completed, accuracy in completing tasks, willingness to learn, ability to work with others, etc.
3. **What is your major weakness?**
    - Be sure to be honest, but emphasize the actions you have taken to deal with the weakness. For example if you are not proficient on the computer, explain this and say you are willing to spend extra time improving this skill.
4. **Why have you held so many jobs?**
    - Answer honestly, but be discreet. Explain how your skills, personality, and goals are more suited to the new career or that you want to "add" something to your experience that will help you achieve your long-term goals.
    - Stress the positive — you have developed many job-related skills

from the variety of work experience you have had — then name some of them. For example, you left a job because a better opportunity came along.

5. **Why do you feel you are the best person for the job?**
   - Tell about your skills and experiences as they relate to the job.
   - Explain what you know about the company and your interest in them.

6. **Why do you want to work for this company?**
   - Your answer may have to do with the company's mission, your interest in the company, the location of the company, or the reputation of the company.
   - Have some knowledge about the company so you can answer intelligently.

7. **Why did you leave your last job?**
   - Explain why without "bashing" anyone or anything about the company you left.
   - Focus on the **business** reasons for seeking new employment.
   - Some common good reasons are: security, change, money, location, family, advancement, reduced workforce, and the company no longer needed your services.
   - If you were fired from your last job because of conflicts with the boss, you may be better off telling the interviewers yourself rather than having them rely on gossip. Keep the answer simple and short.

8. **Why do you have a gap in your work history?**
   - You may have been home raising children, in school, or moving.
   - Do not divulge personal information like divorce, jail, or mental health issues.

9. **What are your future plans?**
   - Include what you feel you will learn from working at the job and how that will help you in your future plans.
   - Make the long-term part of your answer, but focus on the short-term.

10. **Do you have any outside interests?**
    - Without divulging personal information, you can describe what you like to do with your spare time.
    - The interviewer wants to know if you are an interesting person with a "life" outside of work.
11. **How do you handle stress?**
    - Good answers to this are exercise, talking the problem through, addressing problems directly, and not letting stress build up.
12. **Tell me something about yourself that shows initiative.**
    - The interviewer wants to know that you are a "self-starter' — you are creative and have good ideas.
    - You can describe a situation where you showed these qualities.
    - You do not have to describe a work setting situation as long as you explain your answer.
13. **What type of person do you think would make progress in this company?**
    - This requires you to know about the company so do your homework ahead of time.
    - Answer by referring to the mission and goals of the company and how you are a good match.

Questions You Should Ask

1. **Why is this position open?**
2. **How permanent is the position?**
3. **May I have a tour of the worksite?**
4. **To whom would I report?**
5. **How large is the company (how many people work here)?**
6. **Do you have information about the company that I can take with me?**
7. **What will my hours be?**

8. **Is there something I can study while you are reviewing my application?**
9. **What type of person would meet your needs?**
10. **Is there something more you would like to know about my skills or interests that I can provide for you?**
11. **Is there a training period or program for this position?**

Trickster List

1. **Questions about age or sex.** This includes information about date of birth or questions about your gender and/or sexual identity.
2. **Marital and family status.** This includes asking for maiden name, identity of spouse, relatives, or children, if you are pregnant, have plans for children, or use birth control.
3. **Residence and economic status.** This includes information about whether you own or rent your residence, if you live on the reservation, your credit rating, assets or liabilities
4. **Birthplace, national origin and religion.** This includes information about your birthplace or that of your relatives, citizenship of you or your relatives, religious holidays observed, ancestry of you or your family.
5. **Physical description and race.** This includes information about your height, weight, race, complexion, skin and eye color, or asking for a photograph.
6. **Military service.** This includes information about a discharge date, type of discharge, or foreign military service.
7. **Organizations.** This includes your membership in organizations that indicate your race, sex, color, religion, national origin, or age.
8. **Criminal record.** Your arrest record is permitted if reasonably related to the job for which you are applying,

LESSON TEN DRESS FOR SUCCESS

Student Outcome

Student will be able to identify appropriate interviewing skills.

Time Frame

30-45 minutes

Size of Group

Small group

Materials Needed

- Staff dressed as candidates coming to an interview as described below
- Table and chairs set up for an interview

Before You Begin

- Ask five staff members to volunteer to dress up for the interview skit. The interview is for a clerk position at a local retail store.
- Have staff prepare for the skits as described below.
    - Candidate One: Overdressed for the interview — dressed up as if he/she were going to a formal event. If a man, he should be in a suit; if a woman, in a dress or suit. They should be clean with their hair done perfectly — looking his/her very best.
    - Candidate Two: Under-dressed for the interview: with too much make-up on, too much perfume on, hair sprayed with temporary colors (like green and pink), fake nose ring, fake lip ring, dirty and grubby pants, ripped t-shirt or t-shirt that is very tight, cigarette tucked in sleeve of t-shirt.
    - Candidate Three: Appropriately dressed person for the interview — clean neat clothes, not too dressy for a clerk position. Person acts very reserved and shy and withdrawn.
    - Candidate Four: Assertive person who is dressed appropriately and knows how to act assertively at the interview. Knows what he/she is there for and asks directly and politely during the interview.
- Select students for the interview panel that you have observed in the program as those who would be skilled at asking questions and being on an interview panel. Allow students to practice performing the interview prior to the skits.

Directions

1. Tell the students in the group that they are going to observe a job interview.
2. Ask students to observe the appropriate behaviors and those that are not appropriate for the discussion after the skit.
3. Have the interviewees come in one at a time and have the panel ask them a few questions. Make sure that each interviewee REALLY over acts their part so it is obvious to the observers what is appropriate and what is not.

Discussion

1. Which of the interviewees was the best candidate? Why?
2. What were some mistakes some of the other candidates made in preparing for their interview?
3. What suggestions would you make to each of the candidates?
4. Are these possible scenarios or was this just for fun?
5. Ask students which candidate they want to be when they interview. Why?
6. How does this activity relate to your transition?

Closure

Journal — Write about what you would wear to an interview and why.

LESSON ELEVEN

PLAN TO IMPRESS

Student Outcome

Student will practice job interview skills.

Portfolio Placement

Vocational/Work

Time Frame

30-45 minutes

Size of Group

Small group

Materials Needed

- Handout 9.1: "Common Interview Questions" from Lesson Nine
- Handout 11.1: "Plan for Success — Plan to Impress"
- Extra adults trained to videotape and interview students
- Videotaping equipment
- One blank videotape for each student
- Equipment to replay videos
- Writing utensils

Before You Begin

- Buy one videotape (10 minutes in length or more) for each student.
- Ask two extra adults to help with the videotaping process as interviewer and recorder.
- Prepare two adults to do the interviews. One will tape record the interview and the other will be the interviewer. These may be other staff members, workforce center counselors, high school counselors, or others.
- Make sure both the interviewers and the interviewees have the interview questions ahead of time so they are prepared.
- Secure videotape equipment for recording.
- Set up a room for the interviewing in an "office" manner.
- Make copies of the handout for each student and each interviewer.

Directions

1. Discuss with students that the process of interviewing for a job can seem very scary. Ask individuals in the group to share experiences they have had when interviewing for jobs.
2. Review Handout 9.1: "Common Interview Questions" from Lesson Nine.
3. Give students Handout 11.1: "Plan for Success — Plan to Impress." Tell students they will be interviewed the next day for a job in their interest area. Tell tnem they will be videotaped so they are to dress and act as if they are in a real interview. Go through the handout and discuss each point.
4. On the day of the interviews students may practice answering the interview questions with each other. After each student is tape recorded, the interviewer should show the student their interview and together they discuss the pros and cons of the interview.
5. Give videotapes to students to be filed in their OS.

Discussion

1. How did you feel during the interview?
2. How did it feel when you were asked trickster questions?
3. What was the hardest part of being interviewed?
4. How does this activity relate to your transition process?

Closure

Journal — Write in your journal about how it felt to be videotaped as you were interviewed. What was the most beneficial part of this exercise for you?

PLAN FOR SUCCESS — PLAN TO IMPRESS

When you prepare for the interview, remember —

- First impressions are important!
- Arrive on time (which means be 15 minutes earlier than the scheduled interview).
- Wear clean and ironed clothes.
- Clean and polish your shoes.
- Ask what the appropriate dress is for that work setting ahead of time and dress like an employee. (Do not wear athletic clothing.)
- Have clean fingernails.
- If wearing fingernail polish it should be freshly applied — no loud colors!
- Take a shower or bath. Brush your teeth.
- Have clean, dry hair.
- Do not smoke in the lobby, even if others are.
- Do not chew gum.
- Do not bring beverages or food.
- Do not bring family members into the interview.
- Be aware of body language (yours and the interviewer's).
- Introduce yourself with a handshake and a smile.
- Share related interests and activities.
- Bring resumes and letters of recommendation.
- End the interview by saying "Thank you" and giving a handshake.
- Send a thank you note after the interview.

Remember these are guidelines and all of these tips depend on where you are and when. If you are interviewing for a job on the reservation versus off the circumstances may be different. Ask questions ahead of time so you know how to prepare.

LESSON TWELVE

THANK YOU LETTER

Student Outcome

Student will write a thank you letter following a job interview.

Portfolio Placement

Vocational/Work

Time Frame

60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 12.1: "Sample Thank You Letter"
- Computer
- Classified ads from local newspaper
- Writing utensils
- Paper

Before You Begin

- Collect recent classified ads from local and state papers.
- Make copies of handout for students.

Directions

1. Discuss the importance of writing a thank you letter after a job interview. Based on the career searches students have conducted, have them select one job of interest in which to focus their sample thank you letter.
2. Use Handout 12.1: "Sample Thank You Letter" to have students write a practice thank you letter using the job they are interested in. They may have to make up some of the information (like the business address, etc.) or they can take an actual job from the classified ads from a local newspaper for practice.
3. Instruct students to work on a draft thank you letter. Proofread letters.
4. Ask students to make corrections for a final draft.
5. Ask students to file thank you letters in their OS for future reference.

Discussion:

1. Why is it important to write a thank you letter for every job you apply for?
2. Do you think writing a thank you letter would increase you chances of employment? Why or why not?
3. How does this activity relate to your transition process?

Closure

Journal/Community Circle — Why is this exercise important?

Sample Thank You Letter Following an Interview

September 30, 2001

Miss Erma Quilt
Supervisor
Future Tech, Computer Development Dept.
4245 Hiawatha Ave. South
Mankato, MN 54333

Dear Miss Quilt,

Thank you for your interest in me as a potential candidate for the computer graphics position opening in your department. I appreciate the time you took to interview me.

As a new company expanding its research in the computer graphics field, Future Tech has the growth and potential that I am interested in. I feel my past experience in the field of computer graphics, programming; research and development with the Innotech Company would be very helpful in the continued support of your research in the computer graphics field.

I look forward to hearing from you with regard to my application for the computer graphics position available with Future Tech. I enjoyed visiting with you and certainly hope to be employed with your company.

Sincerely,

Joseph Standing Bear
5201 37th Ave. South
Mendota, MN 55444
(348) 429- 2957

BEST COPY AVAILABLE

LESSON THIRTEEN ON THE JOB

Student Outcome

Student will be able to describe specific skills that maintain and enhance employment.

Portfolio Placement

Vocational/Work

Time Frame

30-45 minutes

Size of Group

Large or small group

Materials Needed

- Handout 13.1: "On-the-Job Survival Skills"
- Writing utensils

Before You Begin

- Make copies of the handout for students.

Directions

1. Pass out a copy of Handout 13.1: "On-the-Job Survival Skills."
2. Explain to students that getting the job is only the first step to achieving their career goals. Keeping the job is another skill that takes careful practice.
3. Explain that many qualified people lose their jobs, not because they could not do the tasks, but because their job performance and social behaviors were not appropriate.
4. Explain to students that such behaviors as being friendly and helpful can go a long way on the job. People enjoy working with people who are easy to get along with, who are willing to do their job well, and who are helpful to others.
5. Discuss the points on the handout and ask students for examples or stories they know about each survival skill. Be willing to share stories that you have about examples of various on-the-job behaviors you have been exposed to in the past.

Discussion

1. Why are these skills so important?
2. What type/s of people do you most enjoy working with?
3. How will these survival skills help you in your future?
4. How does this activity relate to your transition?

Closure

Journal/Community Circle — What on-the-job skill do you think is the most important? Why?

On-the-Job Survival Skills

You've gotten the job you wanted. Now, how do you keep the job? Here are some quick and easy survival skills to remember.

1. Listen carefully to directions. If you are not a good listener, ask to have the instructions written down. Whatever it takes, get the information you need to do the job right in the form that you need!
2. Know what is expected of you from the start.
3. Accept your assignments on the job. You will not love all parts of your job, but all the tasks you do are important to the job you have.
4. Do the job tasks carefully and correctly the first time. It saves so much time in the long run.
5. Keep your boss informed about your progress. If you are having problems your boss can help. Don't be afraid to ask for help.
6. Don't take it personally. Your boss has many responsibilities and may not always remember to praise you or thank you as often as you would like (or need). It is not personally directed at you.
7. Speak and smile. Say hello to those you work with and smile at them.
8. Call people by name.
9. Be friendly and helpful to those you work with.
10. Be genuinely interested and sensitive toward others' interests and feelings.
11. Have a good sense of humor.
12. Do not use profanity on the job.
13. If you are asked a question and you don't know the answer you can say "I'll find out" or "Can I call you back with that information?"
14. If you are working with customers and they are angry, try not to get into an argument with them. Express sympathy for the customer's problem and try to problem-solve with the individual. Try to mutually agree upon a solution.
15. Be on time.
16. Work as a team member.
17. Continually work to improve your basic speaking and writing skills.
18. Stay healthy.
19. Know how to correctly use equipment and materials.
20. Be flexible. Learn to adjust to different types of work situations.

LESSON FOURTEEN ON THE LINE

Student Outcome

Student will use essential work-related telephone skills.

Portfolio Placement

Vocational/Work

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 14.1: "Essential Telephone Skills Checklist"
- Two telephones (not connected)
- Table
- Two chairs

Before You Begin

- Set the room up with a table and two chairs at the front with a telephone in front of each chair on the table.
- Make copies of the handout for students.

Directions

1. Pass out a copy of Handout 14.1: "Practicing Essential Telephone Skills Checklist" to each student.
2. Discuss with student the importance of good telephone skills on the job — they are the first contact the caller has with the business and their responses and attitude set the tone for the caller about the business.
3. Go through the handout with the students and explain each skill and its importance.

4. Ask for two volunteers to come up to the table and carry on a business conversation following one of the following scenarios —
   - A customer calling to complain about a faulty product
   - An executive from a company calling to talk to the head of your company
   - A customer calling for directions to your site
   - A customer calling to ask if you carry a specific product
   - A serviceman who works for your company calling to ask for help out on the job
   - An elder calling for someone to come and pick him/her up at home for a community meeting
   - An applicant who applied earlier for a job at the community center calling to see if she got the job
   - A tribal chairperson calling to speak to the tribal college president
   - A day care worker calling to tell a parent about their sick child who needs to go home
   - A neighbor calling one of your workers to say the police are at the worker's house
5. Have the remainder of the group keep track of the conversation by looking and listening for the skills on the handout. Have each of the students write in the name of the student who is acting as the receptionist on the telephone.
6. Have the students mark the appropriate box as they hear the conversation — whether it was done well or needs improvement — and any comments.
7. Discuss the performance of the student "business person" based on the comments the students made while listening.
8. Repeat this process with all the students using different scenarios until all students have had an opportunity to be the student "receptionist."

Discussion

1. What did you learn about your telephone skills?
2. What are the key tips you will need to remember in the future?
3. What was the hardest part of this exercise for you?
4. How do you think you will need to use these telephone skills in the career you are interested in?
5. How does this activity relate to your transition?

Closure

Journal — Think about how you will use these skills and where. Write about how you could improve your telephone skills even in a social setting.

ESSENTIAL TELEPHONE SKILLS CHECKLIST

Name:______________________________ Date: ______________________

Telephone Skills	How Did I Do?		
	Good	Need to Improve	Comments
Answer the phone promptly. The phone should be answered within three rings.			
Use welcoming phrases when you answer, like "Good morning. This is______. How may I help you?"			
Speak slowly and clearly.			
Identify who you are and the company.			
Use proper language ("Yes" and "Good Morning", not slang (like "ya" or "morning").			
If handling multiple calls, put each on hold, then get back to each caller in the order in which they called.			
Use the callers name whenever possible in your conversation.			
Do not put someone on hold unless you have first asked permission. Explain why you are putting them on hold and how long they will have to wait. Thank the person for holding.			
When a caller asks for information, give complete answers. If you do not know the complete answer, tell the caller you will find out and get back to them.			
If you are going to transfer the caller to another person, ask the caller for permission to do so first. Tell the person to whom you are transferring the caller's name and nature of the call.			

LESSON FIFTEEN WORK-BASED LEARNING EXPERIENCE

Student Outcome

Student will complete a work-based learning experience in a career interest area.

Portfolio Placement

Vocational/Work

Time Frame

Varies

Size of Group

Small group (Students are paired one-on-one with a site and an employer.)

Materials Needed

- Handout 15.1: "Work-Based Learning Experience Manual"
- Identified work sites
- Employer commitment to work-based learning experiences
- Worksite coordinator

Before You Begin

1. It is essential that all mentors have a thorough background check before they are allowed to mentor students. Ask your school administrator for the specific procedures to be followed.
2. A work-based learning experience is an excellent culminating experience for students after they have explored and identified career interest areas. We suggest at least a two-week, eight hours per day experience for students in one setting.
3. This activity should take place only after students have fully explored career interest areas and have narrowed down their interest area. The sites should be explored based on these interest areas.
4. A person designated as the worksite coordinator needs to seek out willing employers, go on site with Handout 15.1: "Work-Based Learning Experience Manual" and explain the commitment needed by the employer, the worksite coordinator, and the student.

Directions

1. When employers agree to participate, create a list of the employers and match students with employers in their career interest areas. Geographic considerations must also be made.
2. Set up appointments with each employer and student.
3. Take students to the worksite to meet the employer and go through copies of forms to be used with work-based learning program with the employer and student together.
4. At this meeting decide the best placement on the job for the student, what the appropriate dress for the student is on the job, and hours they will be on site.
5. When agreement has been reached, the student and worksite coordinator sign the work-based learning experience contract. The work-based learning experience agreement and personal plan are completed and signed during the first meeting.
6. Once the site and schedule are established, the worksite coordinator assists the student in setting up transportation to and from the site (this may be a bus pass, school bus, personal car, etc.).
7. The worksite coordinator should visit the worksite at least two times during the two-week experience. The worksite coordinator should also be available by telephone to the employer and the students during the two weeks.
8. At the completion of the experience, the student, worksite coordinator, and supervisor/employer evaluate the experience together using the evaluations provided.
9. After the three-way evaluation, the worksite coordinator should talk with the student alone and discuss additional reflections the student may have about the experience.

Closure

Journal — Journaling should go on throughout the experience so the student can reflect on the experience as they spend a continued length of time at the worksite. It is anticipated the student will write comments about their fears, friends made, accomplishments, failures, and lessons learned. In addition, students should reflect on how the work-based learning experience will help them make career decisions in the future.

Work-Based Learning Experience Manual

Purpose of the Work-Based Learning Experience

The purpose of the work-based learning experience is to offer young adults the opportunity to experience the everyday work environment in specific career interest areas. The work-based experience is a hands-on opportunity to learn skills, attitudes, and work ethics expected on the job. The work-based learning experience is designed to encourage students to explore their career interests, complete school, and pursue training to work in their field of interest after training. The work-based learning experience is utilized to provide a successful experience for students while enhancing knowledge of their career interests and a better sense of direction about their future goals.

Objectives of the Work-Based Learning Experience

This program aims to provide participating students an opportunity to —

- Learn about their attitudes regarding work, school, and life.
- Develop a realistic understanding of how job skill development relates to work.
- Have an entry level experience.
- Increase self-esteem, self-confidence, and self-respect.
- Engage in successful employment experience.
- Improve the desire to reach goals that require successful academic performance.
- Expose students to a work environment.
- Become aware how classroom behavior and work-behavior relate.
- Learn first-hand some entry-level skill needed to be successful at work.
- Explore a work-based experience and look at career options.
- Realize essential personal hygiene/appearance in work-based settings.

Description of the Work-Based Learning Experience

The forms to be used with the worksite learning experience program have been included in the manual. The worksite coordinator will work with employers to find appropriate placements in areas of interest to students. When a placement is found, the worksite coordinator will discuss the placement with the student and make arrangements for an initial meeting with the employer. When the student and worksite coordinator meet with the supervisor/employer, they will review, complete, and sign the following forms: the work-based learning experience contract, the work-based experience agreement, and the work-based learning experience personal plan. The orientation checklist is to be used as a guide to help the employer and student communicate.

Throughout the experience, the worksite coordinator will keep in contact with the student and supervisor/employer. The worksite experience should last for two weeks. Students will work Monday through Friday each week. Work hours will vary, but will generally be from 8:00-5:00 each day. At the end of the experience, the employer and student will complete evaluation forms. At the completion of the experience, the student, worksite coordinator and supervisor/employer will review the evaluations together and discuss the overall the experience.

Work-Based Learning Experiences

Opportunities for Students, Employers, and Community

Providing work-based learning experiences for students in a career area of their interest can be invaluable for students. It offers a first-hand exposure to the work world and allows the experience without the commitment of employment to a career field.

Why are work-based learning experiences valuable for employers?

The experience offers the opportunity —

- To create awareness in potential future employees about necessary work skills in your industry.
- To train students about the skills needed to be successful in the work place.
- To help build self-esteem in a student.
- To create awareness and help youth understand the importance of work.

Why are work-based learning experiences valuable for young adults?

The experience offers the opportunity —

- To experience a positive work-based environment.
- To build self-confidence and self-esteem.
- To experience, learn necessary skills to become successful in a working environment.
- To meet potential future employers.
- To reinforce school-based learning and how it relates to a work environment.

Why are work-based learning experiences valuable to communities?

The experience offers the opportunity —

- To provide positive community mentors for area youth.
- Nurture future workers with well-developed goals.
- Establish future workers who stay with their jobs longer.
- Develop future skilled workers in a variety of career areas.

How will the work-based program work?

- Interested employers will be contacted to determine interest and willingness to participate in the program.
- Each student involved in the program will be assigned to a worksite in their career interest area which will be determined by a career assessment inventory, Internet exploration, research, and personal interview.
- Each student will be assigned to a worksite coordinator.
- Students and worksite coordinators will visit the employer and worksite for an initial meeting. Goals and expectations will be determined for both student and employer.
- Arrangements will be made for student transportation to and from the worksite daily.
- Worksite coordinators will call to check attendance daily and will schedule at least two worksite visits with the student and employer during the two-week period.
- Students, employers, and worksite coordinators will complete evaluations at the completion of the experience.

We need you!

- If you are interested in participating as an employer working with youth this summer, please contact the worksite coordinator.

Work-Based Learning Experience Student Contract

I, ______________________________, understand that the purpose of this experience is to gain valuable experience in a work setting. I will try to get the most out of the experience as possible to help me determine my future goals.

I will attend work at ______________________________________.
My hours will be from ________________ to ________________
on the following day(s) that are circled:

Monday Tuesday Wednesday Thursday Friday

I understand that it is my responsibility to contact ________________, my worksite coordinator at ______________ by 9:00 a.m. if I have an emergency and cannot attend work that day. I understand that I am required to attend work each day that I am scheduled. I understand that the worksite supervisor/employer will complete an evaluation of my performance during the worksite experience.

Signatures

____
Intern Date

____
Worksite Coordinator Date

____
Employer/Supervisor Date

Work-Based Learning Experience Agreement

This agreement is designed to show the responsibilities of all parties involved in the work-based learning experience activities. When the agreement is signed, each person is committing themselves to the common experience of the student.

As the worksite supervisor/employer, I agree to:

1. Provide a job description for the student position to the student and coordinator.
2. Provide orientation to the business including policies, procedures, dress codes, and goals.
3. Keep a daily record of the student's attendance.
4. Observe established labor laws.
5. Assist in completing the student learning agreement.
6. Assign projects that ensure a worthwhile learning experience.
7. Monitor student performance and evaluate progress throughout the learning experience.
8. Keep in contact with the student's coordinator to ensure a positive leaning experience.
9. Provide confidentiality training if needed for position.

Worksite Supervisor/Employer Signature ____________________ Date ____________

As the student, I agree to:

1. Enter the work-based experience and learn as much as I can about skills and attitudes needed to be successful in a working environment.
2. Develop a quality learning agreement.
3. Regular and punctual work attendance.
4. Maintain good academic standing while participating in the work-based learning experience.
5. Contact my worksite supervisor/employer and worksite coordinator if I am unable to attend work.
6. Adhere to worksite rules.
7. Come prepared in mind, body, and spirit to work each day.
8. Be honest, cooperative, courteous, willing to learn, and willing to accept feedback.
9. Attend confidentiality training if needed.

Student Signature ____________________ Date ____________

Continued on next page

As the worksite coordinator, I agree to:

1. Work with student and employer.
2. Keep in contact with the worksite and regularly review student progress and performance.
3. Compile assessment data from worksite supervisor/employer.
4. Review the final evaluation with the student and employer.
5. Be available to discuss concerns with the student and/or supervisor/employer.
6. Make periodic site visits to observe the student in this learning experience.

Worksite Coordinator Signature Date

Work-Based Learning Experience Personal Plan

Date:_______________

Student:_____________________________ Position:_____________________________

Employer:____________________________ Length of Experience:___________________

During this experience I will —

Work to develop three identified skills —

1. ____
2. ____
3. ____

Work to develop two attitudes and two behaviors that affect the climate of a workplace —

1. ____
2. ____
3. ____
4. ____

3. My overall goal for this experience is —

____

____

Student's Signature: ______________________________________ Date: ____________

Employer's Signature: _____________________________________ Date: ____________

Worksite Coordinator's Signature:_____________________________ Date: ____________

Work-Based Learning Experience Orientation Checklist

When students enter a work environment, a balance of learning from others and making independent contributions should be addressed. The leadership of the supervisor/employer can be instrumental in finding a balance. The following is a checklist to help supervisors/employers enhance the process and encourage positive student/supervisor relations.

Welcome and Introduction

- ☐ What it means to work here

Orientation To Business

- ☐ Formal policies
- ☐ Informal policies
- ☐ Status of position

Orientation To Department

- ☐ Office tour and introductions
- ☐ Dress code
- ☐ Sign in
- ☐ Time sheets

Orientation To Job

- ☐ Job description
- ☐ Objectives
- ☐ Standard of performance
- ☐ Evaluation process
- ☐ Confidentiality

Orientation To Employee Facilities

- ☐ Restrooms
- ☐ Lunch facility
- ☐ Telephones
- ☐ Where to store personal belongings

Supervisor/Employer Expectations

- ☐ Dress code (clothing, hair, jewelry)
- ☐ Work expectations (productivity)
- ☐ Policy to request time off
- ☐ Termination of employment policy

Employer Evaluation

Date: ______________

Student Name: ____

Coordinator: ____

Employer Name: ______________________ Worksite: ______________________

Supervisor/Employer/Evaluator: ______________________________________

Student duties while at the work-based learning experience:

____

____

Please use the following performance-based assessment scale for each area listed—

- **5** — Student displays excellence in this area
- **4** — Student displays above average qualities in this area
- **3** — Student meets this area satisfactorily
- **2** — Student needs more attention in this area
- **1** — Student did not have an opportunity to work on this area

Attendance

Student is punctual and begins work on time 1 2 3 4 5
Student comes to work or calls when there is a reasonable excuse 1 2 3 4 5
Student adheres to attendance and break policies 1 2 3 4 5

Responsibility

Reliability — Can count on the student to do the job thoroughly 1 2 3 4 5
On-task — Maintains consistency and completes task 1 2 3 4 5
Quality — Work is accurate and reliable 1 2 3 4 5
Follows Instructions — Does what is supposed to be done when told and remembers day-to-day instructions 1 2 3 4 5
Use/Care of Equipment — Takes care of supplies/materials properly 1 2 3 4 5
Job Attitude — Shows positive work attitude 1 2 3 4 5
Follows Rules — Obeys worksite rules 1 2 3 4 5
Accepts Constructive Criticism — Receptive to feedback when corrected 1 2 3 4 5

Initiative

Self-direction — Seeks assistance or asks questions when appropriate or continues with routine 1 2 3 4 5

Cooperation — Gets along with other workers 1 2 3 4 5

Appearance — Dresses appropriately and is neat and clean 1 2 3 4 5

Improvement — Work shows improvement since the start of experience 1 2 3 4 5

Initiative — Works independently and is a self starter 1 2 3 4 5

Future Employment

Would you hire or recommend this student for hire? (please check one)

☐ Yes

☐ Yes, with further training

☐ No, reason: ____

____

____

Student Evaluation

Date: ______________

Student Name: ____

Please use the following performance-based assessment scale for each area listed—

5 — Displayed excellence in this area
4 — Displayed above average qualities in this area
3 — Met this area satisfactorily
2 — Need more attention in this area
1 — Did not have an opportunity to work on this area

Attendance	
Punctual and began work on time	1 2 3 4 5
Came to work or called when there was a reasonable excuse	1 2 3 4 5
Adhered to attendance and break policies	1 2 3 4 5
Responsibility	
Reliability — Can be counted on to do the job thoroughly	1 2 3 4 5
On task — Maintained consistency and completed task	1 2 3 4 5
Quality — Work was accurate and reliable	1 2 3 4 5
Follows Instructions — Did what was supposed to be done when told and remembered day-to-day instructions	1 2 3 4 5
Use/Care of equipment — Took care of supplies/materials properly	1 2 3 4 5
Job Attitude — Showed positive work attitude	1 2 3 4 5
Follows Rules — Obeyed worksite rules	1 2 3 4 5
Accepts Constructive Criticism — Receptive to feedback when corrected	1 2 3 4 5
Initiative	
Self-direction — Asked for assistance or asked questions when appropriate or continued with routine	1 2 3 4 5
Cooperation — Got along with other workers	1 2 3 4 5
Appearance — Dressed appropriately and was neat and clean	1 2 3 4 5
Improvement — Work showed improvement since the start of experience	1 2 3 4 5
Initiative — Worked independently and was a self-starter	1 2 3 4 5

Do you feel you performed up to the expectations of the supervisor/employer in the work-based experience?

☐ Yes ☐ No

Please explain: ____

Would you like to pursue a career in this type of work based on this experience?

☐ Yes ☐ No

Please explain: ____

UNIT 4: MILITARY TRAINING

LESSON ONE MILITARY AS A POSTSECONDARY OPTION

Student Outcome

Student will be able to describe the differences in the various branches of military service.

Portfolio Placement

N/A

Time Frame

90-120 minutes

Size of Group

Large or small group

Materials Needed

- Handout 1.1: "The Military As a Postsecondary Option"
- Handout 1.2: "My Military Chart"
- Guest speaker — recruiter from a branch of the armed services
- Web sites for each branch of the military

Before You Begin

- Ask a military recruiter to come and talk to the students.

Directions

1. Give students Handout 1.1: "The Military As a Postsecondary Option" and discuss the various differences in the branches of the military.
2. Ask students what are some benefits and barriers to joining the military.
3. Have students go online and visit the military Web site for all branches of the service to get background information (www.usmilitary.about.com).
4. Prepare the students to ask specific questions of the recruiter like those on Handout 1.1: "The Military As a Postsecondary Option."
5. Give each student a copy of Handout 1.2: "My Military Chart."
6. Ask students to look at their OS and take out any information that will give them additional information about their goals, interests, values, and aptitudes.
7. Have students access Web sites for each branch of the military and complete the chart based on their portfolio information and the information given on the Web sites.

Discussion

1. Have you ever thought of the military as an option? Do you think it is an option for you now that you have done your research? Why or why not?
2. How does military service fit with your family and community values?
3. How does this activity relate to your transition process?
4. Who in your spiritual community would you talk to about this as an option for you?

Closure

Journal — Write about your reaction to the research you have done on the military as a postsecondary option. Include what you know about the military experiences that family and friends have had. How does this fit with your vision for yourself?

THE MILITARY AS A POSTSECONDARY OPTION

Most high schools have military recruiters from all branches of the armed services that come to visit students. Often students are intrigued by the uniform and the options the recruiter presents. This may be a very good option for many students. It is important to explore the option based on your needs, interests, aptitudes, and abilities. The Air Force, Army, Marines, Navy, National Guard and Reserve all have different missions. Be sure to ask the recruiter what the mission is of the branch represented. Does that mission match your goals?

If you are interested in part time, the Guard (both Army and Air National Guards) and the Army Reserve are part time. You are required to complete the same basic training as active duty, but then your commitment is one weekend a month and two weeks in the summer per year. The Guard and the Reserve both have a federal mission and can be called upon for service by the President of the United States. However, the Guard and the Reserve differ in that the Guard also has a state mission. Therefore members of the Guard can be called into service by the Governor of the state, too. In most states the Guard offers extra benefits that the Reserve does not. Because the Guard has a state mission as well as a federal mission, members of the Guard usually get extra benefits from the state. The most common extra benefit is extra college tuition benefits. Some states also offer enlistment bonuses and medical benefits.

How do you know which branch of the service is right for you? Be careful. You cannot always trust the recruiter to tell you the WHOLE truth. You need to know what you want out of life, and then ask the questions to learn which branch of the armed forces can offer you what you want. For example, if you are interested in working on airplanes, you should pursue the Air Force, the Navy, or the Guard (for helicopters). If you are interested in the infantry, then you should talk to an Army recruiter.If you are mainly interested in help with college expenses and don't want to live away from home, then you will be most interested in the Reserve or Guard.

Before you visit with a recruiter, go online and read more about the options in the military. Visit the US military Web site: usmilitary.about.com to learn about all branches of the service. When you visit a recruiter, ask some key questions to find out what is best for you. Asking the right questions can make the difference. Here are some sample questions —

1. What qualifications does your branch of the service require?
2. What are the medical conditions that you do not allow?
3. If I have any legal violations, am I allowed in?
4. Do you require a GED or a high school diploma?
5. What is the time commitment? (number of years of service required)
6. What are the benefits that you offer?
7. Are there American Indians in my community who have served in your branch of the service that I can talk to about their experience?
8. When is the best time for me to enter the military? (relate to your long term educational, personal, family, and community goals).

Continued on next page

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9. What kinds of jobs do you have that are in my interest are? Tell about your interests.
10. What are my chances of getting the job/skill area I really want once I am in your branch?

After you have asked the questions, go to another recruiter from another branch of the armed services and ask them to tell you about the branch you interviewed. What does the competition have to say?

MY MILITARY CHART

	My Goals	My Interests	My Values	My Aptitudes	My ASVAB Scores
Air Force					
Army					
Marines					
Navy					
Guard					
Reserve					

THEME FOUR:
THE REFLECTION

INTRODUCTION

Theme Four: The Reflection includes culminating activities to be used as reflection on the skills learned and concepts explored during *The Discovery*, *The Framework*, and *The Choice*. Over time and in an extended program such as a year-long program, the reflection could naturally develop into opportunities that are part of the experience of giving back to others. This might be developed through a service learning project, a mentoring opportunity, or another form of giving back in the community.

As a part of the reflection, it is appropriate for students to share with their peers and those who are important to them in their lives what they have learned about themselves. Through their experiences in this curriculum — be it a summer or a year-long program — the students have come to know more about themselves than they knew before they started. These final exercises in the curriculum give students the opportunity to expand their circle of knowledge by verbalizing what they have learned about respecting the past by putting their discovery, their framework, and their choices together as they prepare for the future.

STUDENT OUTCOMES

Unit I: Bringing It All Together

- Student will be able to verbally and non-verbally reflect on significant life events as they relate to the transition process.
- Student will give positive written feedback to others.
- Student will present what they have learned during the program and how it relates to personal transition goals.
- Student will complete an imagining exercise.

UNIT 1:
BRINGING IT ALL TOGETHER

LESSON ONE WINTER COUNT

Student Outcome

Student will be able to verbally and non-verbally reflect on significant life events as they relate to the transition process.

Portfolio Placement

Accomplishments

Time Frame

90 minutes or more

Size of Group

Small group

Materials Needed

- Handout 1.1: "Winter Count"
- Construction paper
- Colored paints
- Pencils
- Markers
- Highlighters
- Stickers
- Poster board or canvas cut in the shape of a hide (if desired)

Before You Begin

- Make sure that it is acceptable in your community to do or talk about the winter count at the selected time of your program. Some communities believe there is an appropriate time to talk about the winter count and it should not be done at any other time.
- Modification: A group winter count activity could be done in various time frames (either over a period of days or months depending on it's application). Traditional winter counts of the past were done with natural paints and symbols painted on a tanned hide that was stretched and bound with a willow or other flexible wood framing. The traditional method may be used where students stretch and frame a hide of their own to be painted with symbols from an individual or group experience.

- Additional Suggestions —
    - Ask an elder from your community to talk about the history of the winter count and how it was traditionally used, including the spiritual nature of the count.
    - Find books at your tribal college or local American Indian historical resource center on traditional activities from your community that relate to the winter count.

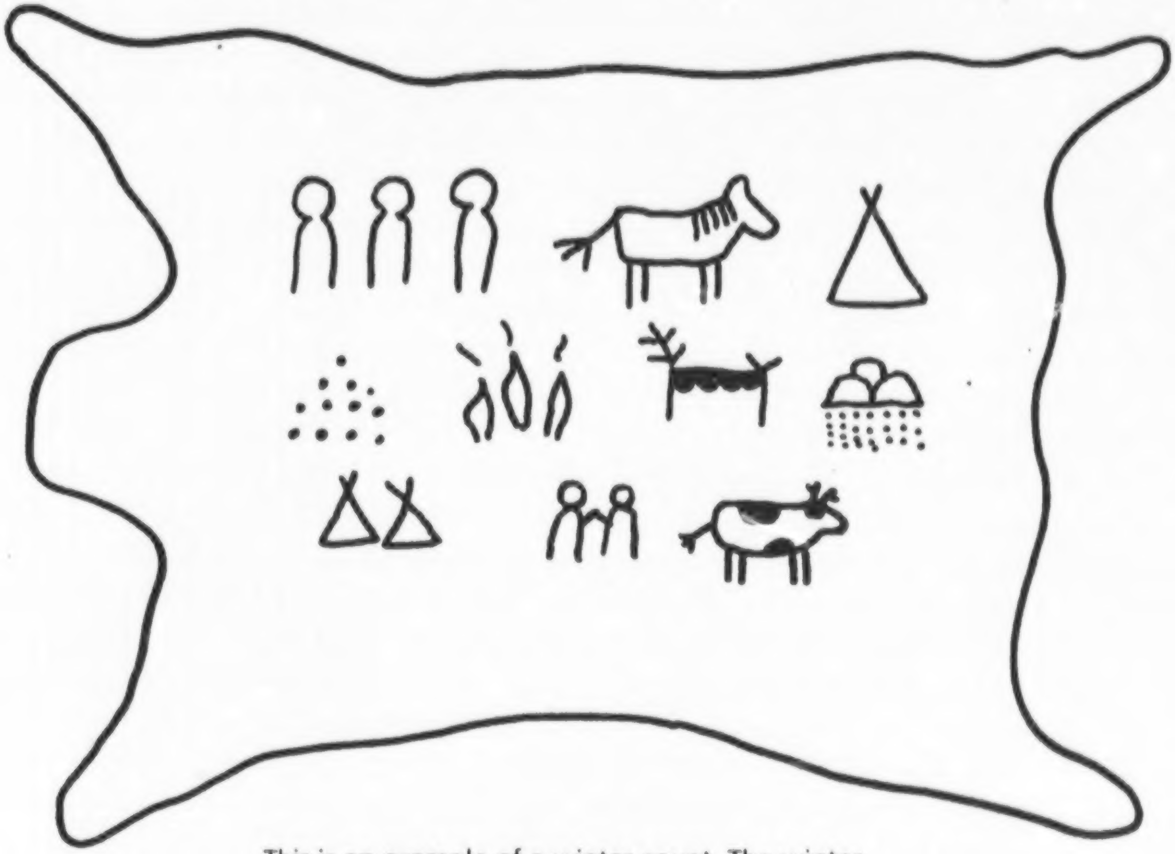
Directions

1. Provide students with Handout 1.1: "Winter Count." Discuss the concept of a winter count with them. Discuss the history of the winter count with students. Explain to students that the count was used as an activity to record what took place each winter for many years. One picture was selected to stand for each year. Every year a different picture was selected. The tribal record keeper painted the picture on a tanned hide. The picture he painted at the end of each year was a reminder to him of what happened during that year. Explain that winter counts of the past served the purpose of calendars recording what took place in the winter over many years and that they will be using this concept to record their experiences as participants in this program or during their lives.
2. Talk with students about the symbols used in the winter count example.
3. Ask students to think of symbols to represent what they have learned or accomplished in this program. For example, students could think of a symbol that represents what this transition program has meant to them. Ask students for symbols from each theme of the curriculum that you have used, for example: talking boxes from the great expectations activity, a symbol from the connections activity, a support star, a family tree, a representation from the elder interviews, a symbol of a picture book, a symbol describing their learning style, a goal-setting star, a symbol for the human knot, a symbol for applications/resumes/interviews, or any other activity that they have completed from the curriculum.
5. Have students use construction paper to sketch the rough draft of their winter count. This process could take place on a daily basis as the students complete activities or it could be used as a reflection activity at the conclusion of the program.
6. Use artwork materials available to have students sketch and paint or draw their final personal winter count on their paper, poster board, or canvas.
7. Have students share their winter counts with the group if desired.

Discussion

1. How did you decide what symbols you would use to represent your learning experience?
2. How has the development of your own winter count given meaning to your transition process?
3. Why is it important for you to look back on what you have learned and where you have been in life?
4. What will you take away with you from this activity to remind you of your transition process?

Winter Count



This is an example of a winter count. The winter count is a record of what took place each winter for many years. One picture is selected to stand for each year. Every year a different picture is selected. The tribal recordkeeper paints the picture on a tanned hide. He paints on the picture he selected at the end of each winter. The picture helps him remember what happened over the whole year.

LESSON TWO

WORDS OF APPRECIATION

Student Outcome

Student will give positive written feedback to others.

Portfolio Placement

N/A

Time Frame

15-20 minutes

Size of Group

Large or small group

Materials Needed

- 3 x 5 cards or other type of decorative card
- Writing utensils

Before You Begin

- Arrange chairs in a circle or sit on the floor in a circle.
- This activity should be used at a time in the program when students have gotten to know each other fairly well.
- Modification: If a student needs help with writing on the cards, have someone assist by writing the student's verbalized comment on each card.

Directions

1. Distribute one card to each student.
2. Instruct each student to write his or her first name on the card.
3. Tell students to place all the cards in a pile in the center of the group.
4. Have each member draw one card without telling whose card was drawn. If a student picks their own card, tell them to write something positive about themself.
5. Tell students to write a thoughtful statement about the person whose name is on the card (i.e., something positive they noticed during the program; positive personality characteristic).

6. Tell students to return all of the cards back into the center of the group.
7. Repeat the process of drawing and writing on the cards four to five times.
8. Return the cards to the middle of the group.
9. Have students go to the center and find their own card and return to their place to read the comments.
10. Tell students to keep these comments for the future to reread.

Discussion

1. How did it feel to write a positive comment about someone in the group?
2. Was this an easy or difficult activity for you? Why?
3. How did you feel when you read the comments that were written about you?
4. Why do you think you were asked to keep these comments to read at other times after the program is over?
5. How does this activity relate to your transition process?

LESSON THREE A PRESENTATION ABOUT ME

Student Outcome

Student will present what they have learned during the program and how it relates to personal transition goals.

Portfolio Placement

Accomplishments

Time Frame

60-90 minutes

Size of Group

Large or small group (Size of group will determine amount of time needed.)

Materials Needed

- Handout 3.1: "A Story About Me"
- Handout 3.2: "The Future Is Mine"
- Each student's individual *Onaakonan System*
- Paper
- Writing utensils
- Computer and printer
- Artifacts representing what students have learned about themselves

Before You Begin

- Invite parents and family members to the student presentations as it involves them in the transition process of the student.
- The presentation can be part of the last day of the program or during an awards ceremony for those who have completed the program, but it does not have to be the closing activity of the program.

Directions

1. Give students a copy of Handout 3.1: "A Story About Me."
2. Tell students they are going to create a presentation to share with the group and all those invited to attend as a culminating activity to the program.

3. Tell students the presentation should last at least five minutes and that the handout is just a guide of the information they could include in their presentation. They may add more information, based on their personal experience and what they have learned in the program, but the categories on the handout need to be included in the presentation.
4. Tell students they may use any "artifacts" or items they created during the program as "props" for their presentation.
5. Tell students to practice what they are going to say so they do not read off the paper.
6. Tell students the purpose of this activity is to "pull it all together" and share with others what they have learned. Tell students that by presenting the information in this way, it will help them "cement" their experiences in the program.
7. Allow students to invite those most important to them (their support circle people) to this presentation. Invitations may be written and sent if so desired.
8. Take pictures of each presentation and send the photos to students after the program. They can put their photo on Handout 3.2: "The Future is Mine" and put it in their *Onaakonan System*.
9. At the completion of each presentation have students introduce those who are there to support them (their support circle).

Discussion

1. What did it feel like to share the newfound knowledge about yourself with others?
2. Did it help you in thinking about the future in anyway? How?
3. What will you do with the information about yourself after the program is over?

A STORY ABOUT ME

This is designed to be a story to your peers and the special people in your "Support Circle" that you have invited. The format below is a guideline for you as you prepare your five-minute talk. You may bring objects/materials from the program that you have completed during the course of the program to illustrate what you have learned. You may want to make something (such as a poster or a drawing) to illustrate what you have learned. This is your chance to tell about yourself, so design it in whatever way best describes you and what you have learned.

- *I would like to introduce myself*: (your name)

- *The goal I set for myself the first day of the program was*:

- *My plans for next year are:* (Tell what school you will go to, what year in school you will be, if not in school, what type of work you will do, where, etc.)

- *During this program, I have learned that my strongest learning style is:*

- *I have learned through my career searches in the program that my highest interest area(s) is (are):*

- *The career(s) I am most interested in right now is (are):* (Explain why you are interested in the careeer based on what you have learned about your learning style and your interest searches.)

- *I know that I can get the most help in planning my future from:* (Name specific people like family, teachers, or counselors)

- *What's most important to me in life right now is:* (Be honest if it is a certain person or school or children and explain how they are part of your decision-making.)

- *The most important person (people) in my life and in my community is (are):* (Explain who and why.)

- *After this program, I plan to use what I have learned about myself in the following way(s):*

- *What I learned about myself in this program is:*

- *The most important part of this program for me was:*

- *Other comments you want to add:*

- *Notes to yourself about your presentation:*

- *Materials you will bring or use in your presentation:*

The Future is Mine

A photograph of me giving
my presentation goes here.

I Am a Reflection of All I Have Done!

LESSON FOUR IMAGINE

Student Outcome

Student will complete an imagining exercise.

Portfolio Placement

N/A

Time Frame

30 minutes

Size of Group

Large or small group

Materials Needed

- Handout 4.1: "Imagine"
- Quiet place
- Musical recording of "Imagine," by John Lennon.
- CD or tape player

Before You Begin

- Invite a singer/drum group from the community to come in to beat a drum in the background during this activity.
- Find a copy of the musical recording "Imagine" by John Lennon.
- Set up a CD or cassette player to play "Imagine."
- Find a quiet, calm room away from any distractions.

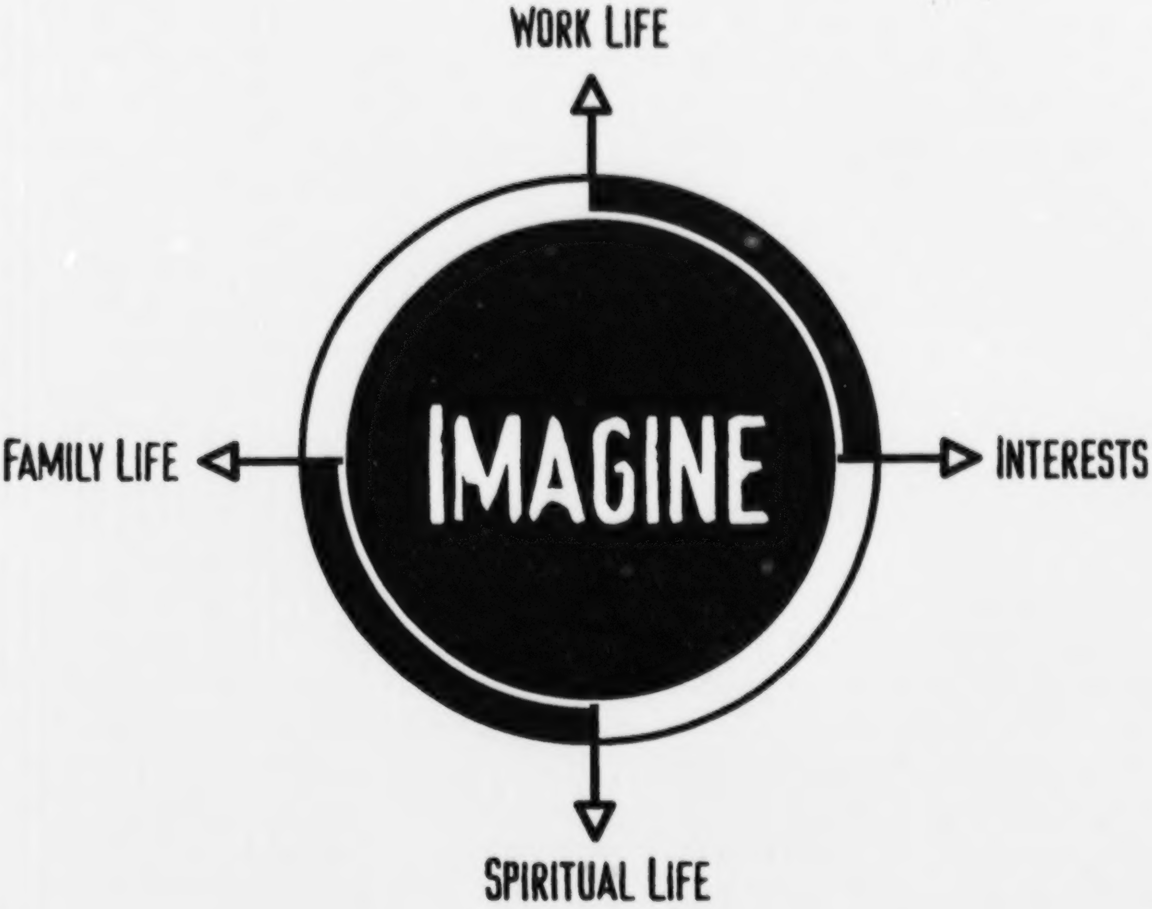
Directions

1. Ask the group to close their eyes and relax.
2. Play the song, "Imagine", as students listen quietly.
3. After the song is over, tell the group you are going to take them on a journey through time and they are to keep their eyes closed. (At this point the drum starts, slowly and softly to a steady beat — soft enough that your voice can easily be heard.)
4. Ask students to imagine that their lives have been fast forwarded to ten years from today. You are each a bird (any kind they want to be) and they are flying in the air, way up high on a beautiful summer day.

5. Tell students you are teasing the smaller birds, diving up and down, letting the wind sweep them about. You feel warm, calm, and in control of your life. You like your life. You are happy.
6. Now, pretend that in your dream that you have a north, a south, an east, and a west. When you fly toward the north, you are in you work life. You love your work. What do you see? Where are you? Are you inside? Outside? Working with people? Alone? Do you make enough money to do what you want to do? Did you get training to do what you are doing? College? Does your boss like and respect your work? Are YOU the boss? Students think of their responses. They do not answer aloud.
7. Now, you swoop and turn and fly toward the east. This is where your interests are stored. What do you like to do with your spare time? Are you good at it? Do you have friends from childhood? Who are they? Do you like physical activity? Are you in shape? Are you involved in cultural activities? What are they? Do you bead or quilt or drum or dance? Students think of their responses. They do not answer aloud.
8. Now fly away from your interests/hobbies toward the west. This is where your family life is. Are you married? Do you have children? How many? Are you teaching them the ways of your culture? Are you close to your parents and elders? Do you live in an Indian community? What matters most to you about your family? What is your spiritual life like? Students think of their responses. They do not answer aloud.
9. Now you soar high and spin and turn and go toward your south. This is where your spirituality is found. What kind of person are you? What do you believe? Are you involved in your community? Have you taught your children and others about your spiritual ways? Do you fast or sweat or dance? Are you close to nature? Do you care for the earth? Do you care for yourself and your own body? What part does spirituality play in your life? Students think of their responses. They do not answer aloud.
10. Now leave the south and soar around high in the air. Tell yourself you are proud of what you have done with your life. You have learned about yourself — your strengths and challenges, your interests and options — and you created a life for yourself based on all that self-knowledge. You have a strong spiritual life. You have followed your dreams.
11. Now you spin down and land in the middle of your space. You have one special gift you will leave when you leave this life. What is that special gift you will give back?

Discussion

1. What did you "see" in your mind's eye? In your work life (your north)? Your interests (your east)? Your family life (your west)? What type of spiritual life did you see in your south? What gift did you see yourself leaving behind after you are gone?
2. How did you feel doing this meditation?
3. What did you learn about yourself?


WORK LIFE
FAMILY LIFE
IMAGINE
INTERESTS
SPIRITUAL LIFE

ONAAKONAN system

Portfolios have become widely accepted as part of the transition process for students. They provide a way for students to collect and file samples of their work, to show prospective employers or college admissions counselors what they have done and what they can do. Portfolios can include writing samples, completed projects, photographs, or even videotapes. Emphasis is placed on gathering and collecting important life information and essential documents for all aspects of postsecondary planning.

During the development of the *Expanding the Circle* curriculum, a portfolio system was developed specifically for American Indian students in the process of transition. The Onaakonan System ("Oh NAH kah NON", derived from an Ojibwe word meaning "to plan") is a personal portfolio system designed to help students plan for their future after high school in an organized and structured way.

The Onaakonan System will help students —

- Learn to organize important documents.
- Manage their own documents.
- Keep records of school and community learning opportunities.
- Create a personal file of their accomplishments.
- Self-advocate with the necessary information readily at hand.

A student can start using the Onaakonan System at any time. However, the Onaakonan System was developed for this curriculum because it is essential for students to become responsible and familiar with key data about themselves that they will refer to throughout their lives. Because this system is so concrete and easy to adapt, the hope is that students will begin this process in high school and keep this filing system, adding to and subtracting from it throughout their lives.

The Onaakonan System contains 12 sections with suggested components for inclusion —

1. Accomplishments
   - Recognitions
   - Awards
2. Vocational/Work
   - Resume
   - Applications for Employment
   - Volunteer & Community Service
   - Career Interest Assessments & Information
   - Letters of Recommendation
3. Education
   - College Applications
   - Application Essays
   - FAFSA/Financial Aid
   - Diploma
4. Medical
   - Medical & Dental Provider
   - Medical Records
   - Immunizations
   - Family Health History
5. Support Circle
   - Names
   - Addresses
   - Contact Information
6. References
   - School
   - Work
   - Personal
   - Housing
   - Financial
7. Recreation & Leisure
   - Membership Cards
   - Cultural Participation
   - Intramural Activities/Sports
8. Residence
   - Lease
   - Warranties & Repair Information
   - Utility Information
   - Insurance
9. Transportation
   - Car Maintenance
   - Accident Reports
   - Registration Information
10. Legal
    - Birth Certificate
    - Social Security Card
    - Tribal Enrollment Card
    - Tribal ID
    - Contracts
11. Monthly Expenses
    - Bills
    - Groceries
    - Entertainment
12. Financial Records
    - Loan Information
    - Income Tax Forms
    - Per Capita/Trust Fund Information

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Suggestions for Using the Onaakonan System —

Before using the Onaakonan System —

- Determine where you will keep the student's Onaakonan System.
- Develop a system for storing the Onaakonan System. It can be an accordion style folder, a three-ring binder, or a box — whatever fits your style and budget.
- Gather additional materials for student use. Possible materials include manila file folders, top-loading sheet protectors, colored markers for coding information, personal disks for information storage, and sticky labels for labeling files.

Step-by-step instructions —

- Introduce the Onaakonan System to students. Explain the purpose of the Onaakonan System and how it will be used.
- Allow students to personalize their storage container.
- Review the sections of the Onaakonan System.
- Provide a stack of folders to each student (manila, two-pocket, or whatever you have chosen) and have them label the folders. Color-code storage folders and insert them into the Onaakonan System storage container.
- Choose a few sections to work on at a time. Tell students to date all materials and then update.

The Onaakonan System is adapted from the P.R.O filer system, produced by the School-to-Work Technical Assistance Project, a joint project of the Institute on Community Integration and the Minnesota Department of Children, Families, & Learning. The P.R.O filer was based on the Filemaster, a resource developed by staff at VECTOR North, a District #287 transition program.

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Onaakonan System Order Form

Ship to (please type or print clearly):

Name ______________________________

Organization ______________________________

Street Address ______________________________

City ______________ State ________ Zip ________

Phone ______________ Fax ______________

E-mail ______________________________

$7 x _____ = $ ________

Subtotal $ ________

Sales Tax (MN only)* $ ________

Total $ ________

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